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ABSTRACT

This guide was developed to help school teachers and administrators in Arizona to create work-based learning experiences and to serve as a reference for implementing work-based learning activities. The book offers step-by-step guidelines and sample forms from Arizona and across the United States as well as ideas for program improvement and legal information. The 14 sections of the guide cover the following topics: (1) defining work-based learning; (2) planning work-based learning experiences; (3) marketing work-based learning; (4) legal issues; (5) awareness; (6) job shadowing; (7) laboratory/simulation; (8) mentorship; (9) service learning; (10) internship; (11) school-based enterprises; (12) clinical work experience; (13) cooperative education; and (14) apprenticeship. Three appendixes contain the following: 12 references; the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies; and include miscellaneous information such as a guide for developing learning objectives, a student application for work-based learning, parent forms, employer information sheets, career shadowing survey, work-based community learning record, student employability assessment, and a student reflection sheet. (KC)

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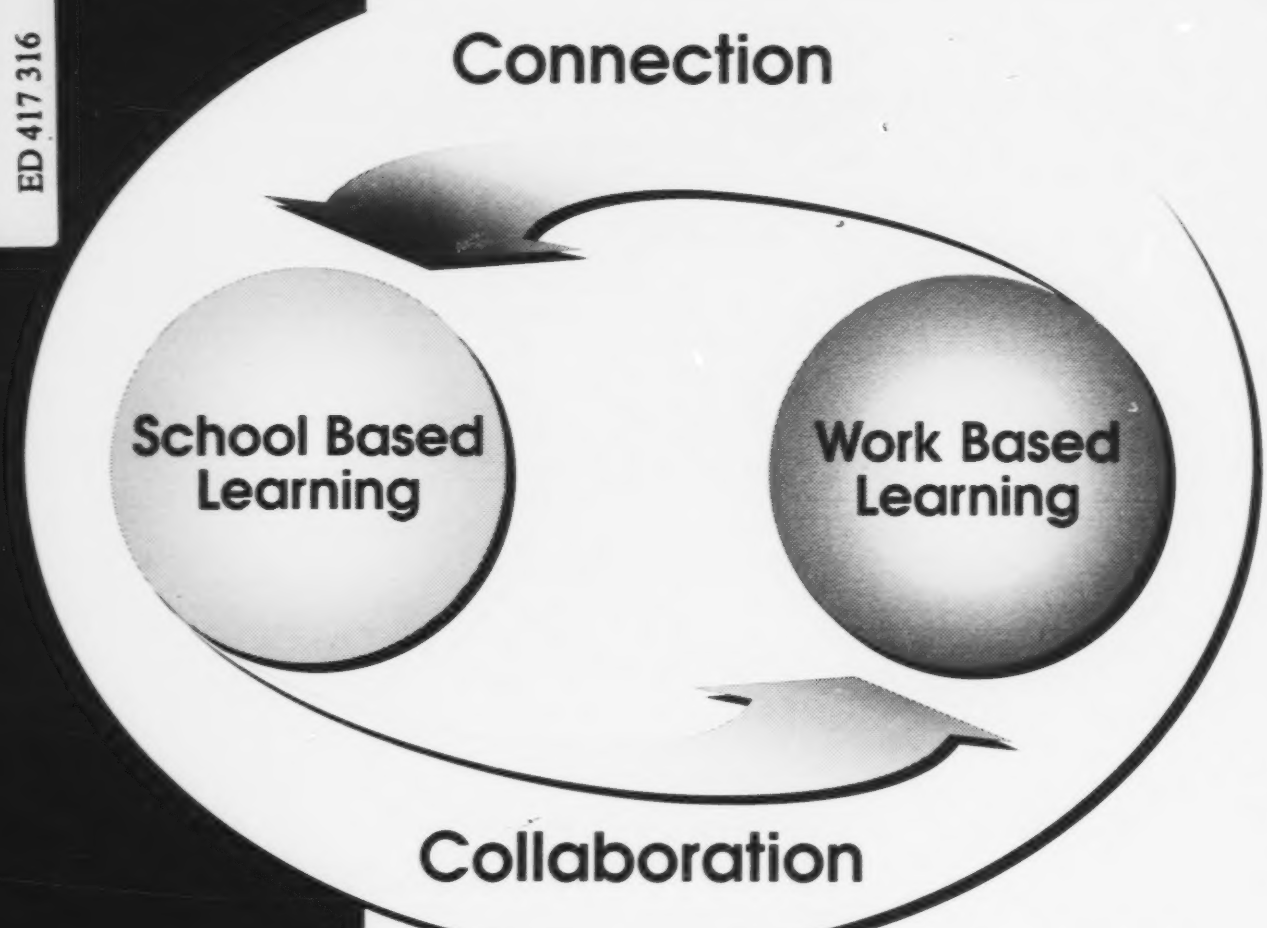

Connection

School Based Learning

Work Based Learning

Collaboration

An Educator's Guide
For K-12 and beyond

1912

STW/Vocational Technical Division
Arizona Department of Education
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Phoenix, Arizona 85007

Arizona's
SCHOOLTOWORK SYSTEM
THE GOVERNOR'S DIVISION OF SCHOOL TO WORK

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INTRODUCTION

A very special **THANK YOU** to Lane Community College, Eugene, Oregon who developed the *Oregon Work-Based Learning Manual* and gave Arizona permission to use their material in this Guide. We have used the Oregon document as the "backbone" for this publication then included outstanding Arizona examples, broaden the scope of work based learning to include activities relevant for the elementary grades, and added additional information. It is our hope that others will use this document as a springboard for improving work based learning experiences for students.

> "Many student just drift through school. Suddenly, when they graduate, they realize they have no idea in the world of how to get a job.... We never make the basic connection between learning, a paycheck, and some basic career goals. We need to reinvent the American high school to find a way to catch the attention of these young people and help them get a focus in their lives a little easier."
>
> -Richard Riley
> U.S. Secretary of Education

Learning, like work,
is a life-long engagement.

Much of what we know and learn is connected directly to the work we do. Prior to the industrial revolution, most learning was directly related to work based activities. Young people learned by watching and working alongside their parents or through apprenticeships with master artisans. With the onset of the industrial revolution, the evolution of education began to separate work from the learning process.

Over time, the gap between education and the world of work has grown increasingly broad. Concepts learned in the classroom have little real world significance for many students because the classroom isn't connected to the real world. In traditional classrooms, instruction is typically packaged into discrete tasks that apply to specific situations. Students may only learn a fraction of the skills and see only a small number of the careers that exist in the workplace. Although appropriate for the mass production assembly line of a century ago, this approach to instruction is out of line with the skill demands of the modern workplace. Most jobs today require flexible workers equipped with broad academic and occupational skills that enable them to collaborate to overcome obstacles, solve problems as they arise, and learn on the job.

New instructional approaches need to go beyond imparting abstract principles or rules in the absence of direct experience; instead, youth must learn how to apply their knowledge in a wide variety of contexts. Schools and employers can create unique educational experiences so that students both observe and perform hands-on work, develop work-readiness skills, and learn to draw their own conclusions.

In today's highly competitive global economy, organizational success or failure is determined in large part by the knowledge and skills of workers. The pressure to succeed in an increasingly sophisticated marketplace makes employers reluctant to hire inexperienced individuals whose training has not prepared them for the day-to-day challenges of operating in a high-performance work environment.

The intense competition of the international marketplace and the ability of other nations to provide a disciplined, highly skilled work force have combined to put the American economy at risk. Constant changes in technology have contributed to the widening gap between education and the needs of the workplace. Schools cannot keep up with the cost of upgrading their technology to meet the demands of industry. Expanded laboratories, visual arts, and hands-on activities are necessary to provide the education our students need and demand. These resources and opportunities are most readily available in workplaces. By sharing their resources the schools, employers will enjoy the long-term benefits of a better trained work force and enjoy more energetic, focused and willing students.

Expanding the walls of the classroom into the larger community entails a certain amount of risk. Students must be adequately prepared for the transition into work based learning environments. Preparing students for this transition requires attention to issues not traditionally of concern to educators. Educators must learn to work directly with employers. In practice, we will have two types of faculty: school faculty (teachers and school administrators) an field faculty (employers and mentors).

Integration of school based and work based learning promises to enhance classroom learning by integrating academic curriculum with "real world" work experiences. Cognitive research shows that students learn best by doing, when they apply their academic lessons to real world activities and situations. A successful work based learning program benefits everyone in the community. Students who participate in work based learning gain a clearer sense of career objectives, improved post-graduation job opportunities, and good work habits and ethics as well as a greater understanding of the relevance of the material they learn in the classroom. For employers, work based learning provides an excellent pool of well-prepared employees. For society, work based learning fosters respect for the work of young people and stimulates a more productive work force. The potential for positive educational outcomes through systemic change has never been greater.

Work based education encompasses many different activities. These include: classroom speakers, career fairs, classsroom projects, job shadowing, laboratory/simulation, school based enterprise, service learning, clinical experiences, mentoring, internships, cooperative work experiences and youth apprenticeships. All of these activities share one characteristic. All are made possible through the development of partnerships between schools and the business community.

USING THIS GUIDE

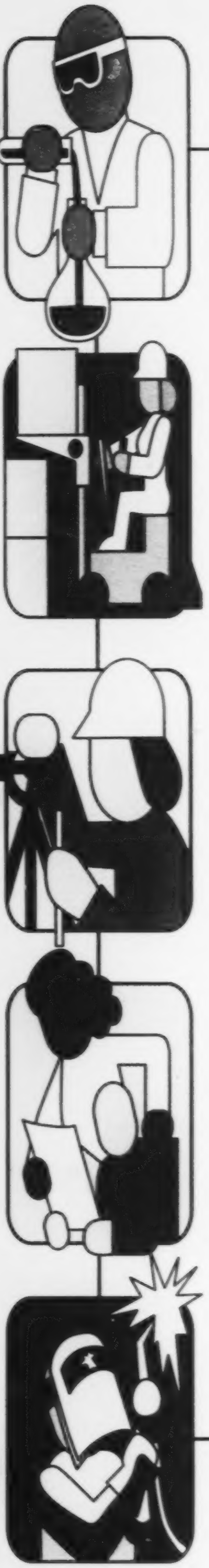
This guide is intended for use by all school practitioners to help them meet the practical challenges of implementation. It is designed with two purposes:

1) As a ***detailed guide*** for individuals who are beginning to create work based learning experiences at their schools, and

2) As a ***comprehensive reference*** for individuals who are already providing work based learning activities to students.

For school staff beginning the process of developing sequential work based learning activities, the source book offers step-by-step guidelines and sample forms from Arizona and across the United States. For more experienced individuals, the guide offers ideas for program improvement as well as essential legal information. The sections have been designed to stand alone so they can be duplicated and distributed to appropriate practitioners as needed.

This guide reflects a whole new approach to education that makes school based learning more relevant for all students. By encouraging a unique cross fertilization of ideas and experiences with the workplace through integration of school based learning with "learning by doing" using appropriate work experiences to reinforce and stimulate classroom activities.



DEFINING WORK BASED LEARNING

This section defines the different elements of work based learning and describes the roles of various participants.

DEFINING WORK BASED LEARNING

WHY WORK BASED LEARNING?

Many student leave school ill-prepared for the workplace.

Poor academic skills and work habits limit their understanding of how they might fit into the adult world. Work-based learning addresses this problem by extending the walls of the classroom to include the whole community, giving students real world experiences and opportunities to apply academic skills in the workplace. Work based learning is an integral part of school to work transition, combining school based learning and work based learning into an integrated experience for all students. Through

Benefits of Work Based Learning
FOR STUDENTS

provides opportunities to:

- Apply Classroom learning
  - Apply academic concepts
  - Apply professional/technical skills
- Apply SCANS Workplace Competencies and foundation skills
- Establish a clear connection between education and work
- Explore possible careers
  - Identify and analyze personal needs, interests, and abilities
  - Identify and analyze potential opportunities in various career fields
  - Make decisions and plans to achieve goals and aspirations
  - Develop outlines of potential career paths
- Improve post-graduation job prospects
- Practice positive work habits and attitudes
- Understand the expectations of the work place
- Be motivated to stay in school
- Reduce educational costs
- Establish professional contacts for future employment and mentoring

Benefits of Work Based Learning
FOR EMPLOYERS

- Helps create a pool of skilled and motivated potential employees
- Improves employee retention
- Reduces training/recruiting costs
- Enables organizations to develop new projects with student assistance
- Encourages involvement in the curriculum development process
- Provides developmental opportunities for current workforce
- Offers opportunities to provide community service

work based learning "Employers reinforce academic lessons, schools emphasize career applications, students gain experience in the adult world of work and connections to a range of post- secondary options, including college, technical training, and skilled entry level work. The National Occupational Information Coordinating Committee (NOICC) defines career development as a "life-long process through which individuals come to understand themselves as they relate to the world of work and their role in it."

Work based learning is defined as a coherent sequence of job training and work experience that involve actual work experience and connect classroom learning to work activities. One of the key elements that leads to the success of a school to work system is work based learning. Students must have access to a range of developmentally appropriate work based learning experiences. Schools and employers need flexibility to develop a school to work transition that builds on local strengths and is tailored to local needs and circumstances. The work based component may include a variety of activities including job shadowing, school based enterprises, entrepreneurial programs, dual enrollment, mentorships, career pathways and service learning to name a few. Using a range of in school and out of school strategies—paid or unpaid work experiences during the school day or after school—with programs customized to fit the needs of young people, schools, businesses, and the local community. The main focus of any of these work based learning experiences is that they must offer academic study, professional/technical skills, and work related experiences. Although most people have wanted to concentrate their efforts related to work based learning on students in the upper years of high school, they should realize that programs that do not start until the 11th grade miss the chance to make a significant impact on may students. Work based experiences need to take a progressive, sequential approach that includes preparation (feeder) experiences starting as early as elementary or middle school. It is crucial to include younger students before they become discouraged and disengaged or drop out of school altogether. "Feeder" experiences expose young people to a range of career opportunities through such options as

Benefits of Work Based Learning
FOR SCHOOLS

- •Expands curriculum and learning facilities
- •Provides access to state-of-the-art techniques and technology
- •Enhances ability to meet the needs of diverse students populations
- •Provides opportunities for individualized instruction
- •Promotes faculty interaction with the community
- •Contributes to staff development
- •Makes education more relevant and valuable for students
- •May enhance students retention
- •Reduces overcrowding by utilizing off-campus learning sites

Benefits of Work Based Learning
FOR COMMUNITY

- •Creates an environment of collaboration and cooperation
- •Encourages respect and tolerance between different groups
- •Builds the foundation for a more productive economy
- •Builds confidence in the school system as practical results are observable

summer internships, job shadowing, and career exploration workshops, all of which are geared to the connection between school and work and the integration of academic and occupational training. Ideally, the work based learning component is delivered through a planned program of job training and other employment experiences related to a chosen career.

The ultimate responsibility for implementing a comprehensive career development program lies at the local level. Counselors' and teachers' new role becomes one of a change agent, not only for students but for the system as well. An effective career development program:

- Is identifiable but integrated within the curriculum and other programs
- Enhances the students' knowledge, skills and abilities
- Supports tudent achievement in academic and occupational standards
- Supports a diversified delivery system
- Is accountable with evaluation based on program effectiveness in supporting student achievement

WHAT IS WORK BASED LEARNING?

Work based learning is an effort to make lifelong career development easier and more natural by linking the school site and the work site.

The highest level of work based learning is learning which takes place at a work site, usually in a business or community organization away from school, and fully integrates academic and vocational/ occupational curriculum with work site experience. It is one element of the larger category of work based activities, all of which combine to create a lifelong process of career development stretching from preschool to adulthood. There are four broad overlapping stages that most people experience as they develop their careers. Work based activities are designed to help students move through these stages and learn about the world of work and their place in it. The stages provide a framework for understanding the sequence and scope of work based learning activities and when activities may be appropriate for students. Work based learning activities relate to the following four major areas:

CAREER AWARENESS

Activities that help students develop a general awareness of themselves, the world of work and its connection to education. Activities may include:

- Field trips
- Career Days/Career Fairs
- Informational interviews with professionals
- Classroom speakers
- "Take your Child To Work" day

CAREER EXPLORATION

Activities that help students research and learn about what people do for a living and observe and interact with work based staff to learn more about the demands of the work place. Students may begin to form career interests and abilities during this stage. Activities may include:

- Aptitude and interest assessment
- Journal writing
- Career related research papers
- Special projects
- Job shadowing
- Informational interviews
- Paid and non-paid general work experience
- Vocational/occupational skill laboratories
- Mock Business/Industry project

CAREER PREPARATION

Activities that integrate academic skills learned in the classroom with work based skills learned on the job. Emphasis is on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, ethics and honesty, and relating personal interests and abilities to real world career opportunities. Many students also select a career interest or focus during this stage. Activities may include:

- Paid and non-paid work experiences
- Mentorships
- School based enterprises
- Clinical
- Internships
- Vocational/occupational laboratories
- Cooperative work experience
- Professional technical education courses (skill building)

APPLICATION

This is the beginning of the student's last stage of transition to work. During this transition, the school's facilities, services and resources will help prepare the student for the next step in his or her career development, whether it be a two-year or four-year college, apprenticeship, or career. Activities may include:

- Clinical/practicums
- Apprenticeships
- Internships
- Cooperative work experiences
- Professional technical education courses (skill building)

WORK BASED LEARNING ACTIVITIES AND RESOURCES

Work based learning may include any or all of the following:

School based activities: These activities occur primarily in the classroom setting:

- Professional/technical education
- Pre-employment, work maturity and work readiness training
- Career awareness and exploration
- Classroom speakers
- Career Days/Career Fairs
- Class and organization projects
- Workplace simulations
- Basic education skills training
- Career Academies
- Job simulation labs
- Integration of academic and occupational skills
- Occupational labs
- School Based Enterprises

Work Based Activities: These activities occur primarily at a private, public or non-profit place of business:

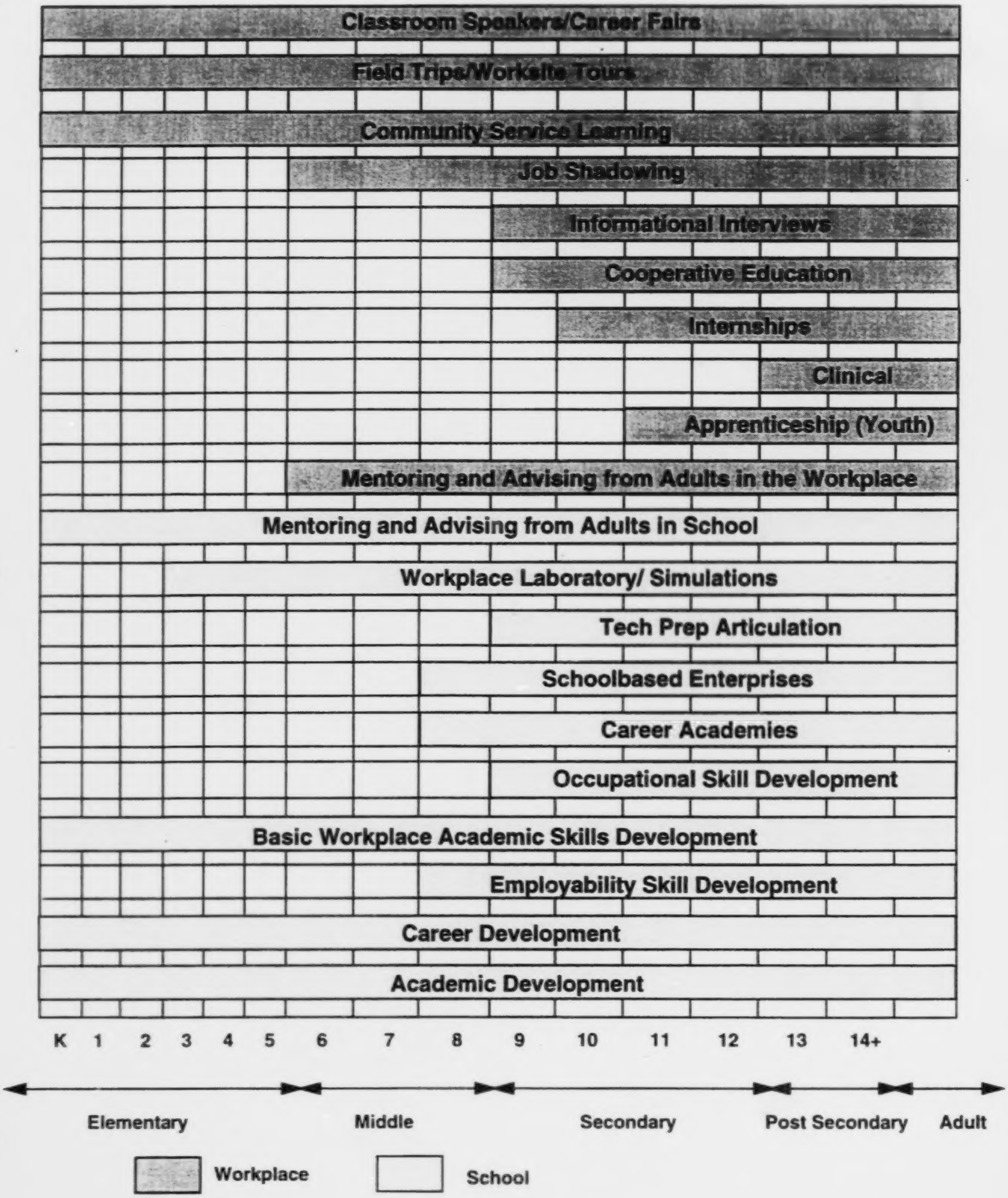
- Job shadowing
- Field trips
- Informational interviews
- Mentorships
- Cooperative work experience
- Internships
- Practicums
- Clinical experience
- Community service learning
- Youth apprenticeship

Connecting Resources and Support Systems: These resources and support systems help link the school site with the work site:

- Career guidance and placement
- Employer databases
- Advisory teams (state, district, school, career field)
- Business partnerships
- Work based curriculum
- Professional associations
- Arizona Department of Education
- Governor's School To Work Office

WORK BASED LEARNING

Coherent Sequence of Worksite And School based Activities



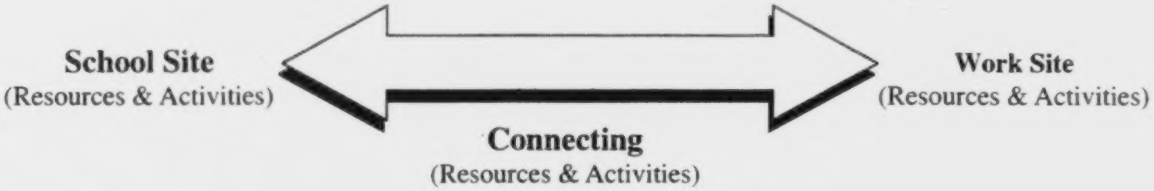
PLANNING WORK BASED LEARNING EXPERIENCES

Successful work based learning experiences must be thoroughly planned. This section provides the "nuts and bolts" of planning and maintaining a successful work based learning experiences. It offers suggestions about how to plan, who to involve in planning, and what key steps to take in implementing those plans.

PLANNING

It is very important from the outset that everyone in the community understand the mission of work based learning.

People need to think of work based learning as a two-way bridge between the classroom and the workplace across which the school and the community work cooperatively to provide the resources and the "classroom" that will help each student find and develop his or her potential. Work based learning can take place at the school site or a business site. This requires a coherent sequencing of activities that prepare students to function in the highest level of work based learning — at the work site.



START WITH WHAT YOU HAVE AND BUILD ON YOUR STRENGTHS

This is very important?

It is better to build from practices already in place within the school/district than to impose an external, packaged system. If your district is already doing a great deal of community service work, then start there. If cooperative education is already working, expand from that point. To find out what is already in place, survey the staff and compile a simple database of program descriptions, work based activities, number of students involved, staff members, and employers. Invariably, there are more things going on that most people realize. A good survey will turn up practices that, with a little fine tuning, will become the basis for your coherent sequence of work based experiences.

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DISTRICT LEVEL PLANNING

Planning is essential to good work based learning experiences.

Planning discussions might begin with the question, "Why are we doing this?" One answer is that work based learning is wonderful opportunity for schools to involve the whole community in the exciting task of integrating classroom learning with real life experiences.

DON'T RE-INVENT THE WHEEL

Become knowledgeable about what others are doing.

Gather information about successful work based learning activities and observe good practices in action, then incorporate what you can into your own program. Collaborate with other schools or districts in your area.

Although it is important to recognize the value of standardizing procedures and forms as much as possible. Standardization minimizes confusion and maximizes consistency, especially with work sites which participate in work based learing activities with several educational entities.

SET GOALS AND ESTABLISH TIME LINES

Solicit input from all those who will be affected by the plan, particularly school staff, students, parents, and employers. Establish benchmarks or objectives on a time line for implementing system wide work based learning, so everyone can see the project in smaller segments as well as an overall view.

SPEND TIME IDENTIFYING POTENTIAL PROBLEMS

One of the most important things to do is to build a community partnership that supports work based learning.

TYPICAL PROBLEM AREAS INCLUDE:

- Lack of training time for staff
- Opposition from within the Community
- Schedule conflicts
- Differences in Expectations of various participants

As work based learning experiences grow, increasing numbers of students, teachers and employers will be involved. Keeping up with the demands of expanding work based learning can be very difficult. Increased numbers create a greater need for an organized system with thorough training for each staff member who will be placing students in the community. If your process is disorganized, you risk leaving everyone involved with a negative impression of the value of work based learning in addition to potential legal problems.

PERHAPS THE BEST ADVICE

for districts starting work based learning comes from the School-to-Work Toolkit, published by Jobs for the Future, Cambridge, MA.

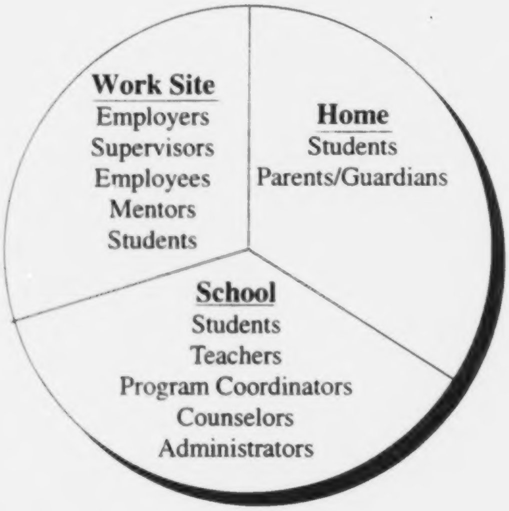
- Don't be overwhelmed. The following materials are intended for use over a period of years, not all at once
- The most important thing to do is to build a community partnership
- The information in this document is a menu, not a list of commandments
- Expand your community's vision of the possible, use the materials here to help a community see itself functioning differently, in a youth development partnership
- Build on existing strengths first
- Build long-range goals and a timeline for implementing them

IMPLEMENTATION

INVOLVING PARTICIPANTS IN WORK BASED LEARNING

Key People

In general, work based learning experiences involve all or most of the following participants, depending on the work based learning activity. Success depends on the involvement and commitment of all participants.


Work Site
Employers
Supervisors
Employees
Mentors
Students
Home
Students
Parents/Guardians
School
Students
Teachers
Program Coordinators
Counselors
Administrators

SUMMARY OF PARTICIPANT RESPONSIBILITIES

School Responsibilities

In addition to providing classroom instruction that supports the work based learning curriculum, school personnel should work to encourage success by fostering the relationships between students and employers and providing appropriate support services. The services may include:

- Orienting students and employers
- Developing job sites and placements
- Promoting work based learning
- Conducting on-site visits to monitor and evaluate student progress
- Conducting orientations and/or classes that may include pre-employment work maturity and work readiness training and job search skills
- Counseling students about jobs and careers pathways
- Assisting students with questions and forms relating to work
- Working with students to develop measurable goal/objectives

School Responsibilities (cont.)

- Assessing student performance at school and at the work site
- Assigning student grades
- Taking disciplinary action when necessary in relation to job placement
- Attending professionally related meetings and conferences
- Posting temporary jobs
- Completing records and forms
- Maintaining professional relations with employers
- Matching students with employers
- Providing basic safety training as appropriate to the placement

Employer Responsibilities

The primary role of the employer is to provide an environment in which learning can take place. In general, the employer is responsible for:

- Interviewing students
- Signing and abiding by agreements/forms, such as a Work Based Learning Training Agreement
- Providing a work experience that supports the student's educational and career goals
- Facilitating student exposure to all aspects of the field
- Orienting students to the work site: business operations, performance expectations, administrative policies and job specific safety training
- Informing staff of the student's purpose and enlisting their support and help
- Arranging a "buddy system" and/or employee mentor for student
- Assisting the student in his/her efforts to accomplish personal and professional goals
- Meeting with the coordinator during the term to assess student progress and address problems that arise
- Completing formal evaluations of student work and the work based learning process

Student Responsibilities

The student is responsible for:

- Signing and abiding by specific agreements/forms, such as a formal Work Based Learning Training Agreement
- Skills, aptitude and interest tests
- Developing goals/objectives
- Completing assignments, evaluations, forms, and other activities required by the coordinator
- Taking an active role as a participant in the program which includes participation in activities at a work site as well as in school
- Being a positive representative of the school, work based learning, and the community
- Making satisfactory academic progress
- Informing their coordinator of any problems that occur at the work site

Parent/Guardian Responsibilities

The parent/guardian plays a major role in the support of their student by:

- Encouraging students to have good attendance at the work site
- Being involved and informed about the progress of their students work experience
- Participating in the school's activities promoting the structure work experience program
- Arranging for the transportation of the student to and from the work site (if necessary)

Adapted from the Washington Manual for Work Experience Coordinators

IDENTIFYING POTENTIAL EMPLOYERS

Some firms are more likely than others to participate in a new work based learning program. The following criteria can help you focus your initial recruitment efforts on those employers most likely to become involved.

- Prior involvement in school-business partnerships—Employers who already have served on vocational education advisory boards, school-business partnerships, Tech Prep consortium boards, or district- or city-wide education reform committees may be inclined to participate, particularly if their experiences have been positive.

- Tradition of leadership in community affairs—Banks, hospitals and public utilities are typically interested in positive public image and are generally responsive. Business leaders with a history of public service and community leadership can also be powerful allies.

- Commitment to being a "learning organization"—Firms that invest in the development of worker skills are more likely to have the vision and organizational capacity to provide quality work site learning experiences for young people. Indicators of this kind of commitment include basic-skills and English as a Second-Language programs, quality management programs and tuition reimbursement plans.

- Industry areas which employ large or increasing number of employees—Companies that are growing, and those that are not currently hiring but can articulate a three- to five- year hiring strategy to meet their long-term goals, can see the need to build their labor supply.

- Firms and organizations experiencing labor shortages—Firms experiencing high retirement rates and/or lack of entry-level workers may see immediate need for work based learning programs.

- Cooperative labor-management relations—Workers and their organizations have been active partners in work based learning programs in unionized and non-unionized workplaces. However, workers often have legitimate concerns about their job security and access to training. Firms with cooperative labor-management relations are more likely to be able to resolve these issues.

- Friendly competition with firms in the same industry— One firm's participation can encourage others to jump on board. The perception that a rival may gain prestige, publicity, community approval, or access to labor can be a powerful motivator.

- Familiarity with U.S. and European work-based learning models-First hand knowledge of youth apprenticeship or other work-based learning systems can increase employer receptivity.

Jobs for the Future, 1994. School-to-Work Toolkit. Building a Local Program. Jobs for the Future: Boston, MA.

RECRUITING EMPLOYERS AND WORK SITE STAFF

Strategies for Working with Employers

Successful program implementation requires cooperation and understanding between the employer, the student and the coordinator. The following suggestions may be helpful when working with employers:

- Advise employers that you have pre-screened applicants and give the employer a copy of your criteria. Design criteria as needed.
- Guide and assist the employers through your program. Don't be pushy or pressure them to work with your program.
- Inform employers of students' strengths, such as reliability, good work habits, etc.
- Inform employers of the exact skill level of each student. Use terms of functional skills such as: "A student can keyboard on a Mac personal computer 40 WPM, but has not mastered spreadsheets or databases."
- Ask the employer to provide job descriptions to ensure successful match with students' skills.
- Encourage employers to help students develop specific learning objectives that integrate classroom theory and knowledge with the skills and knowledge gained at the work site.

Possible Roles for Workplace Partners

- ✓ Offer their work site for a range of work based experiences
- ✓ Loan employees to help with instruction
- ✓ Providing funding and/or equipment to a program
- ✓ Providing professional development opportunities for teachers
- ✓ Recruiting other workplace partners
- ✓ Help teachers define knowledge, skills, and behaviors required for employment in an industry
- ✓ Mentoring young people
- ✓ Evaluating or assessing student work

RECRUITING TEACHERS AND COUNSELORS

Teachers and counselors generally play a dual role in school-to-work programs—they help design the program and then implement it at high school. Designing and implementing school-to-work programs requires fundamental changes in standard practices. Teachers collaborate with employers to develop integrated curricula, team-teach with their peers and "coach" rather than lecture to students. Guidance counselors connect students to the local labor market and range of post-secondary options, not only four-year colleges. With out strong teacher and counselor support, it is impossible to realize these necessary changes to the traditional operation of schools.

TO FOSTER INTEREST IN THE SCHOOL-TO-WORK PROGRAM:

- Bring teachers and counselors into the design process—Unless they have an opportunity to influence to design process, it is unlikely that they will take program implementation seriously.
- Link program goals to concerns that teachers and counselors have identified—Make it clear that the goals of the program are consistent with concerns raised by staff about student performance, efficient operation of the school, professional development and support and preparing students for the world at large.
- Educate teachers and counselors about the changing demands of the workplace and the range of post-secondary options—Help them better understand the academic, social, and technical demands of modern work and the range of career and learning opportunities in the community by providing opportunities to visit the workplace and meet with work site staff.
- Provide staff support—Ways to support staff involvement include: arranging visits to other school-to-work programs to learn first-hand how project-based learning and team-teaching approaches are put in place; supporting attendance at school-to-work conferences; providing time for teachers and counselors to meet with peers on issues of curriculum and program development; and supplying concrete examples of integrating school-based and work-based learning.
- Enlist current participants from other programs—Teachers and counselors often become more interested when they hear the enthusiasm of their peers and their students.

Jobs for the Future. 1994. School-to-Work Toolkit. Building a Local Program. Jobs for the Future: Boston, MA.

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WORKING WITH PARENTS

Parents can be either enthusiastic supporters or suspicious opponents of school-to-work programs. A program without parental involvement may not be focused on student needs; program planners should heed parents' concerns.

STRATEGIES FOR WORKING SUCCESSFULLY WITH PARENTS INCLUDE:

- Ask parents their concerns, and respond to them—Be ready to respond to typical concerns of parents, such as: Is the program another form of tracking? Will college options still be open to my child? Will my child be forced into making a career choice too early? What sort of job will he or she be doing? Will transportation be made available between the school and the workplace?

- Involve parents in program design and ongoing operations—Parent teacher organizations can be a good venue for recruitment and orientation.

- Invite parents to visit the people and institutions connected with the program—Making it possible for parents to visit the firm(s) and school(s) where their children will be learning can help them better understand the nature of the program. Providing opportunities for them to meet the supervisors and teachers on an informal basis gives parents the chance to discuss their concerns and interests in the program with the people who will be working with their children.

- Have parents sign a mutual expectations agreement—Being party to an agreement with employers, teachers and their child can enlist parents in reinforcing their child's learning.

- Stress the guidance and career planning components of school-to-work when marketing to parents—Students often complain that "no one at school cares." Stressing the parents that special supports will be provided to help students negotiate the demands of school-to-work and make decisions about future education and career goals will help demonstrate to parents that your program is not "business as usual.'

- Begin your program early—Parents are usually enthusiastic about career awareness and job-shadowing opportunities at the elementary or junior high school levels. Starting all children in career-focused programs early can lessen the chance that the school-to-work program will be labeled by parents as "second-best."

- Work with community-based organizations—Community -based organizations are often a voice and advocate for parents. Working with these organizations can be a vehicle for parent communication.

Jobs for the Future, 1994. School-to-Work Toolkit. Building a Local Program. Jobs for the Future: Boston, MA.

ORIENTATION AND DEVELOPMENT OF SCHOOL STAFF

Orientation and ongoing staff development activities empower teachers and counselors to adopt new practices that connect school and work. The goals of orientation and staff development activities are to help teachers and counselors:

- Become familiar with the industries in which students will work and the potential of workplaces as learning environments;
- Acquire or reaffirm high expectations for student performance;
- Develop and use applied learning activities that encourage the active exploration of the work environment and the development of higher-order thinking skills; and,
- Build a supportive peer network through which they can work together to develop new teaching materials and strategies and reinforce each others' efforts.

ORIENTATION AND STAFF DEVELOPMENT ACTIVITIES CAN INCLUDE THE FOLLOWING:

- Formal orientation and handbook—A formal introduction to the program which articulates program goals, expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns.
- Summer internships and job-shadowing days in industry—Employer-sponsored internships are a popular and proven technique for giving first-hand exposure to academic, social, and technical demands to today's workplace.
- Regular meetings for consensus-building and joint planning—Regular meetings to discuss the demands and opportunities of the program and to resolve problems as they arise are very important in facilitating buy-in and program improvement. Program should strive to incorporate this necessary function into the regular school day, which may require shifts in class schedules, teacher course loads, etc.
- Training institutes and workshops— Specially designed institutes and workshops provide opportunities to learn and practice instructional approaches for linking school and work and impart techniques that encourage active, student-directed learning.

Jobs for the Future, 1994. School-to-Work Toolkit. Building a Local Program. Jobs for the Future: Boston, MA.

ORIENTATION FOR STUDENTS

The world of work is foreign to most students. Expectations, rewards and consequences need to be spelled out clearly through orientation activities that can dispel students' initial fears and confusion. A proper introduction should build commitment by letting students know that they are now members of a cohesive, supportive learning community.

Orientation begins with the recruitment and application processes, as students are asked to explore personal interests and goals and are given the opportunity to meet the adults with whom they will be working.

MOST PROGRAMS PROVIDE A COMBINATION OF THE FOLLOWING:

- A formal handbook outlining the policies and expectations of the program.
- A group orientation to the program as a whole and the students' group, sometimes including "Outward Bound"-style activities to foster self-confidence and a supportive sense of group identity. Such an orientation can establish norms and goals with student input, create a sense of teamwork, and emphasize that the students are beginning a new way of learning. In addition, this process can serve to introduce mentors and students to each other in an informal setting.
- A separate introduction to student's particular workplace, as a new employee. Such introductions generally give students necessary information about procedures and expectations (e.g., health and safety rules, attendance and discipline policies, and employee rights and responsibilities). A thorough work site orientation helps build a direct relationship of responsibility and obligation between student and employer. It emphasizes that the student is not just a high school student on a field trip, but has a role and function in the workplace and can make a contribution.
- A kick-off reception for students and their parents, hosted by the school and community partners, including local government representatives, as further means of initiating student participation in supportive work and learning community.

Jobs for the Future, 1994. School-to-Work Toolkit. Building a Local Program. Jobs for the Future: Boston, MA.

CLASSROOM ACTIVITIES:
SUPPORTING WORK BASED LEARNING EXPERIENCES

Student Self-awareness and Assessment for Placement

Successful work based learning activities require that students have the opportunity to learn about their interests and skills. It is important that the school staff assist in the development of student career awareness. Various assessment opportunities or tools can be utilized to increase student awareness. The following suggestions may help students identify career interests and connect them with employers:

- Student interest interview between the student and the school staff
- Skills and aptitude tests
- Career Information System
- Career Pathway Planner
- Dictionary of Occupational Titles
- Pre-vocational self-awareness activities

Developing Learning Objectives

Learning objectives are an essential part of the work based training plan and include the major concepts to be learned on the job and in the classroom. The objectives, which contain concepts to be learned and skills to be acquired should be developed together by the coordinator, the student and the employer. Learning objectives should:

- Individualize each student's objectives based on his/her educational and/or career objectives and interests
- Outline student's tasks, duties and responsibilities
- Be specific, achievable and measurable

Creating Links to Classroom Learning

The work based learning coordinator should collaborate with the classroom teachers to facilitate connections between students' work base learning experiences and their educational career goals. The coordinator may:

- Establish a dialogue with teachers in which teachers have opportunities to discuss what they see as the connections between classroom learning and work site learning
- Develop joint activities (when appropriate) that enhance learning in both arenas

Seminars/Classes

Seminars/Classes are high recommended for all students participating in work based learning programs. Seminars/Classes provide students with the opportunity to meet the discuss common job-related experiences, gain insights into the culture and environment of work, and reinforce the connections between classroom content and work-related learning. Seminar/Class activities may include:

- Peer interaction and discussion of job-related concerns and problems
- Opportunities to share successful experiences from the work site
- Projects that provide students the opportunity to gather, evaluate and report information, both individually and in teams
- Audio-visual media, discussions, lectures or demonstrations
- Assignments that include keeping journals, preparing research papers, or developing a portfolio
- Guest speakers and panels who provide additional opportunities for students to question and interact with employers

ASSESSING STUDENT LEARNING

Student progress and performance should be measured by the degree to which students meet their learning objectives. The assessment process should document student learning, identify strengths and weaknesses, and provide strategies for improvement. Various tools may be used to accomplish this assessment including: portfolios, mentor or employer evaluations, student self-evaluations, and coordinator/instructor evaluations. If credit is awarded, the assessment process may also provide a basis for grading.

Portfolios

Students need to document their experiences, skills and accomplishments. A student portfolio containing this information can serve as an ongoing assessment tool as well as a "living" transcript. Work based learning portfolios may include:

- Reflective journals
- Work samples
- Research projects
- Learning logs
- Activity summaries
- Competency attainment lists

Work Site Visitations

Evaluation of progress and review of student objectives, an important part of assessing student learning, may be accomplished through regular visits by the coordinator/instructor to the work site and conferences with the student's employer/supervisor. The following guidelines will help to make the visits more productive and valuable:

- Set up a visit in advance with employer
- Have a systematic and organized plan — develop questions ahead of time
- Discuss the needs of the student and those of the employer
- Discuss student progress, as well as an appropriate changes in the employment situation or related instruction
- Let employers know that they can request a confidential conference
- Arrange for the student, the employer and the coordinator/teacher to meet together to discuss the student's progress

Forms and Records

Paperwork and record keeping for program documentation are necessary to:

- Gather information for assessing and placing students
- Provide a basis for student grading
- Assist students with goal setting and portfolio development
- Provide information or statistics to the people and organizations involved in the program who may require this information
- Document authorizations or expenditures
- Document employer participation and assist with job development
- Provide information/statistics for periodic reports required by your school

Software programs are available to make it easier to computerize these records, generate comparative data, and produce a variety of reports. Seek out software designed specifically for job placement or cooperative education. Check with district software support staff to determine which programs are compatible with your computer system.

It is important that all forms are approved by the appropriate school personnel to ensure compliance with applicable laws and regulations. The types of forms necessary will vary based on local needs.

PROGRAM EVALUATION

Successful work based learning requires continuous review and program evaluation. A well-planned evaluation will provide the opportunity to analyze program results that will be useful for making changes or improvements in the instructional process. Program assessment information may be obtained from various individuals including:

- Current and former students
- Current and former employers/work site supervisors
- Teachers/coordinators
- Parents
- Business/community advisory committee members

ONGOING PROGRAM IMPROVEMENT AND EVALUATION

It is critical that school-to-work programs monitor whether and how well they work for students. Maintaining a quality program requires mechanisms to ensure that students' experiences meet the educational and other objectives of the program. A range of techniques can be used to monitor students' experiences and to promote continuous improvement of the program.

- **Regular oversight of student progress**—Regular contact between worksite, school, and program staff is the main vehicle for monitoring the quality of student placements and learning. Through worksite visits, regular meetings with worksite and school partners, and analysis of in-school learning, designated program staff evaluate whether the program is meeting student's educational needs.

- **Regular review of program process**—A representative group of partners should be engaged in regular discussions to support a process of continuous improvement. Program oversight is a key function of the partnership (see Design Issues: Building the Partnership card).

- **Tracking of key program components**—Programs must monitor and record program outcomes-student grades, diversity, program attendance and completion rates, and placement in post secondary institutions and job opportunities after program completion—to assess overall progress.

- **Feedback from outside evaluators**—It is often difficult for program managers to step back and analyze programs progress. Outside evaluators can help facilitate this process through qualitative (interviews with employers, teachers, administrators, students and parents) and/or quantitative (analysis of student outcomes) methods. In addition to providing feedback on specific program components, outside evaluators can also be helpful in synthesizing "lessons learned" and making suggestions to improve implementation.

- **Student evaluation of program**—Students' constructive criticism about their work placements and school-based activities is a useful source of information on the quality of the learning experiences and areas in need of improvement. Anonymous evaluation forms filled out by students on a regular basis are an "insider's" source of information on where the program is and the direction in which it needs to go.

- **Exit interviews**—One-on-one, open-ended conversations with students as they are about to complete the program are another means of soliciting their frank and helpful impressions. These may work best if conducted by an outside party (e.g., a volunteer graduate student).

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THE ROLE OF VOCATIONAL STUDENT ORGANIZATIONS SCHOOL TO WORK TRANSITION

Vocational student organizations are making a significant contribution to the development of a world class workforce as evidenced by their philosophy, goals, and activities.

Common Components of VSO's

There are four common principles that link vocational studento organizations to effective work based learning; VSO's

1. motivate youth to become productive citizens,
2. enable students to achieve high academic and occupational standards,
3. link classroom curriculum to workplace skills, and
4. lead to employability skills and life-long learning.

Recognized as integral to the success of school to work transitions are five vocational student organizations promoted by the Arizona Department of Education:

DECA - an association for marketing students
FBLA/PBL - secondary and post-secondary associations for business students
FFA - an association for agriculture students
STRIVE - an association for family and consumer students
VICA - an association for industrial education students

Through a proven system of developing leadership skills, positive attitudes, and a sense of community pride, VSO's serve as a vehicle to transition students into life's work. Student organizations prepare students for live and future careers by introducing them to the corporate culture. The emphasize respect for the dignity of work, high standards, ethics, and quality skills. VSO's help develop skills that are difficult to teach in schools' curriculum such as communicating effectively, creative thinking, problem solving, personal management, teamwork and knowing how to learn.

Linkage to Business

The active participation of business and industry is a key to the success of these programs. Corporations, labor unions, and trade associations support vocational student organizations at the state level. Through involvement with VSO's, a business can:

- capitalize on its ability to access some of the best prepared employees,
- improve the importance and relevance of curriculum in the educational system,
- improve the image of school to work education
- affect change in the educational process

Linkage to Business (cont.)

There is an even exchange of benefits in these partnerships: teachers provide better prepared employees, employers help teachers design and deliver instructional content, and students gain a competitive edge in accessing future employment.

Participating students have the opportunity to demonstrate their occupation and leadership skills through performance evaluations in local, state, and national competitions. They strive for excellence because of incentive awards and the direct evaluation provided them by business and industry.

In addition to practical hand-on experiences, VSO students are provided real-life experiences through community service projects. When students are offered the opportunity to give back to the community through service, they are more likely to understand community problems and issues and provide solutions for tomorrow.

VSO programs use state-of-the-art technologies and strategies to produce graduates who are mature, responsible, and ready to face the changing workplace. Participants develop skills and knowledges in the liberal and practical arts as well as in applied academics and intense technical preparations.

CHAPTER 20

Equity in School-to-Work: Serving All Students

By Mary Wiberg and Jenny Erwin

Jennifer Smith thought she was going to be a nurse. But now, after her student internship at a hospital in Fayetteville, Arkansas, she's considering medical school. That's a major shift for a young woman who is also a teen parent.

Jose and Ana Rodriguez, Spanish-speaking parents, had no idea that their daughter could learn about careers as well as academics while she was still in high school. But they discovered this after becoming involved in the career exploration program in her Georgia school.

In an exemplary school-to-work program in Michigan, Ed Jones thought he wanted to be a phlebotomist. Through an externship experience in a lab, he was able to gain an understanding that his strengths were in working with people, not in labs and that providing assistive care in an adult day care center suited him better. This student with disabilities also learned he had value to contribute to the world of work.

These local partnerships have been able to answer the question, "How are we going to serve all students?" by making systemic changes in their learning systems to meet the needs of all students. Some of the strategies they used included:

- Identifying teen parents as a priority for services and providing child care and transportation to assist them.
- Rotating students through a wide variety of internship experiences within a workplace.
- Requiring parental involvement in school-to-work planning for students.
- Setting up meetings with Spanish-speaking parents with the help of the high school Spanish teacher.
- Showing students that within different industries, there are occupations that require widely varying levels of skill.
- Designing placements appropriate to varying levels of ability, including placements for special education students and talented and gifted students.
- Working with staff at different worksites to identify feasible externships and making any necessary accommodations for students with disabilities.
- Involving all students in choosing their placement, knowing some would change their choice based on real experience with the world of work.

Why Plan for Equity?

Congress stated very specifically in the School-To-Work Opportunities Act that systems are to serve all students. But most of the dialogue on system building, so far, has related to collaboration on school-based learning, work-based learning and connecting activities. As local partnerships move forward in their system development, issues related to identifying the needs of all students and

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providing for their participation will gain importance.

In this chapter, we highlight some of the access and equity requirements of the law and suggest specific ways to help you answer the question, "How do we do it?" A major focus of this chapter is on the planning process. We include strategies useful in both planning and implementation, along with examples of resources that can help you serve all students.

What The Law Requires

The School-To-Work Opportunities Act defines "all students" as:

> *...both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school dropouts and academically talented students.*

One of the stated purposes of the School-To-Work Opportunities Act is "to increase opportunities for minorities, women and individuals with disabilities by enabling individuals to prepare for careers that are not traditional for their race, gender or disability."

To accomplish this, the law requires that states and local programs do the following as part of their school-to-work systems:

- Provide opportunities for all students in school-based, work-based and connecting activities
- Collect and analyze post-program outcomes, to the extent practicable, on the basis of socioeconomic status, race, gender, culture and disability.

States, in particular, are required to:

- Develop a training and technical support system for teachers, employers, mentors, counselors and others that includes strategies for counseling and training women, minorities and individuals with disabilities for high-skill, high-wage careers,
- Set goals and identify the methods they will use, such as awareness and outreach, to ensure opportunities for young women to participate in school-to-work programs in a manner that leads to employment in high-performance, high-paying jobs, including nontraditional employment,
- Set goals to ensure an environment free from racial and sexual harassment.

Congress made these provisions so that in preparing our youth for tomorrow's world of work, every young person would be valued, provided with contextual learning and given a variety of paths following high school that lead to high-wage, high-skilled employment. While local partnerships will use different strategies, the goal should be the same—to prepare our youth for productive employment and further education and, in the process, to increase our nation's international economic competitiveness.

There was a time in America's history when some groups were not expected to significantly contribute to the workforce. But changing attitudes, civil rights legislation and economic realities have made that kind of thinking archaic. Unfortunately, in some cases the subtle messages that limit students' options and experiences persist. As the facts in the box on the facing page reflect, although women and minorities make up an ever greater portion of the American workforce, we are still far from equity in the workplace. With 4,000 students dropping out of high school every day in this country, our current system is clearly not meeting the needs of a large portion of students.

This is why the focus of school-to-work is on all students. But the "one size fits all" philosophy that got us through the industrial age no longer works with the diverse student populations of today. For school-to-work systems to work, everyone involved must admit that there are often subtle and unintentional barriers that prevent every student from experiencing success. We must face this reality honestly and use this opportunity to include every student in the process.

Realities of Women and Minorities in the Workplace

- ❖ Of the 440 classified occupations, women work primarily in 20 of them.
- ❖ 70 percent of all minimum wage earners are women.
- ❖ Females going directly to work following high school graduation earn about 75 percent of what male high school graduates earn.
- ❖ Occupations in which men have traditionally been hired pay wages 25 percent higher or more than traditionally female occupations.
- ❖ Over 70 percent of all married couples between 20 and 55 years of age both work full-time outside the home.
- ❖ The Bureau of Labor Statistics has projected that the number of Hispanic women in the workforce will grow from four million in 1992 to seven million in 2005—the second largest increase of any group in the labor force.
- ❖ The number of African American women in the workforce increased by 29 percent between 1980 and 1990.

Source: U.S. Department of Labor

Creating an Equitable System

The key to serving all students is to be collaborative and innovative in program planning and implementation. The planning process provides the vision, the foundation and the road map to get you where you want to be—in this case, to a system that serves all students. A careful assessment of the situation in your school system will provide data to use in designing a comprehensive system.

Assessing Your Current System

You should collect and analyze data on students from pre-kindergarten through the twelfth grade. This provides a base to plan for school-to-work activities at all levels and thus to a system that more realistically meets the current and future needs of all students.

We suggest that each local partnership develop an assessment planning tool to help determine the current level of service to all students. While communities will vary in terms of demographics, here are some basic questions an assessment planning tool should address:

1. Who are the in-school students currently served in the pre-kindergarten-12 education system? This data should be readily available for each school by grade level. For each level, data should be broken down by:

- Gender
- Race
- Students with disabilities
- Limited English proficient (LEP) students
- Economically disadvantaged students (information on students receiving free and reduced lunch can assist here)
- Students served in at-risk programs
- Other specific categories of students, including talented and gifted

2. For high school students, what do course enrollments look like? Is there any kind of segregation in any course areas? Examine course enrollments by gender, race and disability to identify any disparate enrollment patterns, such as in:

- Math and science
- Vocational education programs
- College prep or tech prep programs
- Other programs

3. Who are the out-of-school youth in the community? As much as possible, identify these youth by age, gender, race, disability and English proficiency. We know that data on out-of-school youth is more difficult to obtain. Some categories you may want to include and ways of reaching them, are:

- Incarcerated youth (Check with the judicial system.)
- Youth on probation (Check with the judicial system.)

- School dropouts served through JTPA or other training programs
- Homeless youth (Check with shelters and similar service providers.)
- Unemployed youth (Check with unemployment officials.)

4. What resources are currently used to serve specific groups of in-school or out-of-school youth within the community? Who are the individuals directly responsible for use of these resources? The intent here is to identify resources and individuals that can help your school-to-work system better reach various groups of students, not to redirect the use of those funds. Include resources such as:

- Chapter I funds (funds for economically and educationally disadvantaged math and reading programs, usually at the elementary level)
- Talented and gifted programs
- At-risk funds from the state or local level
- Race or gender equity grants
- Special education programs
- JTPA funds to serve economically disadvantaged youth
- Drug-free schools funds
- Family Math and Science programs—funds specific to working with parents on math or science
- Alternative schools and programs
- Teen parent programs
- Funds from the judicial system

5. What are the realities of post-high school placement of students? Often community perceptions differ from reality, especially regarding the levels of education and income youth obtain after high school. Realistic information will help you design a system to truly meet the needs of the community. Include in your examination:

- Dropout data at all levels, broken down by race, gender and disability, if possible. Include students who do not return to school in the fall as well as those who drop out during the school year. Often only the latter figure is considered.
- Student follow-up data regarding postsecondary education. As much as possible identify those who have actually completed postsecondary programs.
- Labor market information regarding industries and actual jobs available, employment projections and so forth.
- Census data regarding average income in the community, levels of poverty, education levels and similar characteristics. (This information should be available through state, county or city officials.)

Using the Assessment Data

The data collected can help your partnership do several things:

- Begin defining strategies to reach parents of students at all grade levels regarding options for their children.
- Identify resources you can connect with to help inform students and parents about the school-to-work system.
- Identify the kind of representation you will want on planning groups to reflect the diversity represented in your student population.

Based on the data you gain from the assessment, your partnership will be ready to move forward in planning to serve all students.

Identifying Partners for Planning

To help you identify potential barriers to equity and successful solutions to them, draw planning and implementation group members from many different categories representative of your community. Within each of these categories, identify individuals who have specific expertise needed for your partnership. Here are a few examples of the specific organizations and groups you might contact:

Employment-based

- Employers with experience managing a diverse workforce

- Employee network groups at local companies—often established by gender, disability or ethnicity
- Labor organizations, including the Coalition of Labor Union Women
- Job Training Partnership Act staff
- Labor market information specialists
- Registered apprenticeship programs

Government or Education-based

- Your State Commission on Women and, where they exist, commissions on other specific groups
- Tribal agencies
- State Vocational Rehabilitation Department
- Local teacher organizations (negotiating units) and other professional education organizations such as Delta Kappa Gamma
- Special education teachers, Chapter I teachers, coordinators or personnel from at-risk, teen parent and dropout prevention programs

National or State-wide Organizations

- Ethnic-specific groups such as the National Association for the Advancement of Colored People (NAACP), the National Urban League and the League of United Latin American Citizens (LULAC)
- Women's groups, including American Association of University Women, American Business Women's Association, Business and Professional Women, Church Women United, Grupo de Mujeres Hispanas, League of Women Voters, National Association of Women Business Owners, National Organization for Women, PEO Chapters, Links (a Black women's service organization) and Zonta International
- Disability groups, such as American Foundation for the Blind, Disabled American Veterans, United Cerebral Palsy Association, National Council on Disability or local independent living centers

Professional Organizations

- Legal organizations including American Bar Association (and its affiliated state and local bar associations), National Bar Association
- Medical groups, including American Medical Association, American College of Healthcare Executives, National Association of Health Services Executives, American Dental Association
- Other professional groups such as—to list only a few examples—Society of Women Engineers, Chinese-American Librarians Association, Association of Women in Science, National Black MBA Association, National Hispanic Media Coalition, National Association of Black Journalists, National Association of Social Workers

Community and Civic Organizations

- Groups serving youth such as YWCA, YMCA, Boys and Girls Clubs
- Girls, Inc., Boy Scouts of America, Girl Scouts and Campfire Girls and Boys
- The religious community including ministerial organizations, Bnai Brith and church-operated youth programs
- Junior League, Rotary, Kiwanis and other service organizations
- Chambers of Commerce and economic development organizations
- Cultural organizations, such as community writers or artists centers

As much as possible, get community-based and service organizations to participate in the planning and provide role models for your students. Do not hesitate to ask church leaders to help you identify good role models. Where community-based organizations have strong self-esteem programs already established for student populations, link with them to expand their impact and augment the school-to-work initiative.

Locating Participants and Resources

The local library or the Chamber of Commerce often have listings of professional organizations within a community and a contact person. Some groups are also listed in the telephone directory. Within many of the organizations, there are subgroups of women, minorities or persons with disabilities who could help with your equity planning.

While a few familiar names in your community may immediately come to mind, contacting organizations directly and asking for suggestions of individuals who may be interested in assisting with school-to-work planning is likely to generate new talent and resources. Often the expertise available will relate to more than one of your identified issues and concerns.

Parents should also be invited to participate. Ask them to participate in the planning of the system, to serve as role models and mentors and, of course, to be involved with their child's career development.

In addition to helping make your system more equitable, working with a broader base of resources will give your partnership a wider view of occupations and additional employer and community networks to support the school-to-work system.

Identifying Barriers and Solutions

An analysis of the data collected will help you begin to identify potential barriers to successful participation in the school-to-work system. Following are some examples of barriers to participation by various groups—and solutions—that might be identified by such planning:

Group: Elementary students in high poverty areas
Barrier: Lack of knowledge about the world of work because of parents' limited opportunities
Solution: Through partnerships with business and industry, provide work-based activities where students hear about work, visit workplaces and begin at an early age to see that there are options for them. An example of a resource to assist in planning elementary school activities is KAPOW (Kids and the Power of Work) based in New York City.

Group: Teen parents
Barrier: Lack of childcare and transportation
Solution: Identify funds from JTPA, JOBS or the school-to-work grant itself to provide these needed services. Explore the possibility of school-based childcare for participants and use of school transportation to assist them.

Group: Limited English proficient (LEP) students
Barrier: Non-English speaking parents
Solution: Identify native-language speakers to help communicate with parents about school-to-work and its opportunities. Establish a system of regular communication, not just a one-time effort. Plan specific information sessions targeting LEP students to help them communicate with their parents.

Group: Special education students
Barrier: Lack of realistic work-site learning experiences
Solution: Identify employers who have been successful in hiring and accommodating individuals with disabilities to assist in working with other employers to develop realistic work-based experiences.

Group: Females, minorities and students with disabilities interested in nontraditional employment
Barrier: Lack of role models in nontraditional jobs
Solution: Contact labor unions and professional organizations to identify nontraditional apprentices, journeypersons and professionals.

Group: All students, especially those in high school
Barrier: Difficulty in engaging parents in activities
Solution: Plan meetings with food! Ask parents to be facilitators and to present at meetings about the world of work and their experiences. Develop parent-student projects related to school-to-work activities, such as interviews about work and visits to employment sites.

Addressing Barriers

You will need to create your own process for identifying barriers to student success and suggested solutions, based on the assessment data. The following are suggestions of processes you might use:

- Establish work groups or task forces with representative community members, employers and educators to specifically address the problems identified. Several workgroups could be used, or one larger task force could be established with subgroups.
- Conduct focus groups of parents, students, community members, employers and other stakeholders to further identify barriers and brainstorm strategies to overcome them.
- Invite representatives of diverse groups to serve on the formal school-to-work partnership body, so that they can help solve problems and overcome barriers in an ongoing way.
- Address equity and access issues on each subcommittee involved developing the system. Involving all planners in addressing these issues will increase support for serving all students. To accomplish this, be sure that the membership of all committees is broadly representative of the community.
- Develop specific recommendations for serving all students and include these recommendations in your local plan.

Setting Goals

Develop specific goals for serving all students equitably in your school-to-work system, including what you hope to accomplish with students at all age levels. Set benchmarks and measures for your goals with various student populations. Use these benchmarks to measure the participation of students in all components of the system (school-based, work-based and connecting activities) and nontraditional placements by gender, race and disability.

Staff Development

Staff development is a key component of ensuring that all students are served in your school-to-work system. A broad-based professional development strategy will involve all stakeholders in the system, including parents, counselors, administrators, educators and business and industry representatives. It should also include equity training, which models innovative approaches, collaborative models and information sharing to help stakeholders learn the elements of an equitable learning and work environment.

Equity training should not be viewed as training on a single topic. Equity and access issues relate to other school-to-work activities such as curricula integration and applied instruction and should be incorporated into all other school-to-work staff training.

A Success Story From Flint, Michigan

An example of a school-to-work system that has successfully addressed the issues of access and equity is the Manufacturing Technology Program in Flint, Michigan. The system was developed in collaboration with the United Auto Workers, local high schools and auto manufacturers. From the outset, it promoted minority participation in school-to-work with brochures reflecting female and minority participants in the industry and presentations by nontraditional role models. System organizers set clear goals for significant numbers of female and minority students to enroll.

Significant numbers of women and minorities did enroll. But the organizers would not have been successful if nontraditional workplace mentors and necessary support services had not been part of the program. The success of the Flint program in terms of equity is directly related to inclusive planning from the beginning and clear, stated goals to serve all students.

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Resources for Staff Development

Resources you may find helpful for staff development include:

- Trainers from business and industry to present workshops on diversity at in-service programs. Many larger companies have well-developed diversity training programs.
- Employers who have successfully accommodated persons with disabilities in the workplace. Ask them to assist the school-to-work system in replicating these strategies in worksite experiences for students with disabilities.
- Regional Desegregation Centers can provide assistance in staff development on issues of racial and sexual harassment. Contact your state education agency for the center serving you.
- Your state gender equity administrator can identify training resources on nontraditional occupations and recruitment. Again, your state education agency can help you.
- Trade and professional organizations as well as labor organizations and university-sponsored programs for women or minorities in specific fields are often willing to provide nontraditional speakers for presentations or workshop sessions about access and equity.
- Consider using *Expanding Options: An Equity Resource Guide*, developed for the Mississippi Department of Education equity office, to provide a train-the-trainer model for school-based career development activities. While this resource was not specifically developed for school-to-work, it can be used to support career exploration and the nontraditional aspect of a school-to-work system.

Equitable Environments

Helping instructors and employers create equitable learning and work environments should be the basis of your staff development efforts. The following elements, described in *Expanding Options: An Equity Resource Guide*, are essential to any equitable school-to-work system.

1. **Inclusive Thinking and Attitudes.** This element sets the tone of success for every student. It reflects the seriousness of equity issues and acknowledges the potential of every student. In the workplace, inclusive thinking is expressed both in official human resource policies and in the philosophy of the company.
2. **Varied Instructional Methods.** This element ensures that a variety of teaching methods are used that engage the diverse learning styles of every student. This includes using cooperative learning strategies and teaching models that help instructors change how they ask questions, involve students, provide feedback and give discipline (an example is the GESA or Gender-Ethnic Expectations and Student Achievement model). In the workplace, efforts are made to match work skills and aptitudes with job tasks and company needs.
3. **Balanced Instructional Materials and Curriculum.** A review of materials used in the classroom will help identify where materials could better reflect the changing realities and opportunities for all students. Since the goal is to serve all students, materials chosen will address both genders and recognize the contributions from all groups. They will also challenge students to explore nontraditional careers. In the workplace, recruiting posters, training materials and resources need to reflect the diversity of roles for women, men, minorities and workers with disabilities.
4. **All-Encompassing Language.** Because words have such a powerful impact on career choice and self-esteem, consciousness-raising for both educators and employers regarding the use of language will be important. The ideal is that all communication be inclusive, nondemeaning and nonpreferential. In the workplace written documents need to be void of stereotypic language, including the traditional use of the masculine pronoun. References to work tasks need to be gender neutral.

5. **Safe Learning Environment.** Whether it is in the classroom, workplace or hallways, the model learning environment will be one where students feel safe. This safety includes personal protection from harassment and violence as well as freedom to express opinions without fear of repercussions. In the workplace, personal safety for all workers is key. Sexual harassment policy should be posted and all workers should be trained in appropriate communication techniques.

Equity and School-To-Work

Career Awareness and Development

The career awareness and development process provides the base from which students move toward career choices. The way in which career guidance is delivered is a key component in whether a system is truly equitable.

Address All Grade Levels. Because we know that girls are more adventurous in elementary school than in high school, designing activities to promote sex equity at lower grade levels is especially important. And when we look at the data on economically disadvantaged students and dropouts, it is clear that the earlier we begin helping children learn about possible career options, the more successful we will be in serving all students.

You should develop a comprehensive career development system with the assistance of business, labor, parents and representatives of the populations in the student body. Address career awareness, including nontraditional occupations, at all levels: Pre-K-Grade 5, Grades 6–8 and Grades 9-12. In such a system, female and minority students will have greater opportunity to explore those areas nontraditional to them and are more likely to gain awareness of the importance of academics to their futures.

In shaping career development programs for students, focus on skill transferability. For example, make the point that bookkeeping skills can lead to a career as a CPA, with high wages. Show students that there are career ladders and occupations requiring widely varying levels of skills within the same industry.

An example of a program that recognizes the importance of reaching all ages is Walks of Life, a school-to-work program operating in several schools in New York City and funded primarily by the DeWitt Wallace-Readers Digest Fund. Walks of Life is developing a comprehensive career preparation system for students at all levels. The program's organizers were persuaded to begin the project at the elementary school level by educators who recognized that many children fall behind in their academic and employability skills preparation at an early age. Teachers felt that starting at the high school level was simply too late.

Walks of Life has three principal goals: improving academic performance, developing employability skills and providing age-appropriate career education. Walks of Life has taken a unique approach of combining the programs and services of several well-known national organizations to accomplish these goals at each grade level. For example, at the elementary school level Walks of Life has instituted programs offered by KAPOW (Kids and the Power of Work), Junior Achievement and the National Helpers Network (formerly the National Center for Service Learning in Early Adolescence) to introduce youngsters to the world of work and help them begin to acquire work-related skills. Other programs that meet the project's objectives are in place at the middle and high school level. All schools in the project work with a national non-profit education consulting firm, Ventures In Education, to improve academic performance. Ventures offers services tailored to each school's needs and designed to strengthen curriculum and instruction. It specializes in promoting student-centered learning techniques such as whole language and problem-based learning.

An additional organization called WAVE (Work, Achievement, Values and Education) helps introduce the teaching of employability skills into the curriculum of middle and high schools.

Suggested Activities. Career awareness and development activities occur both in school and in the workplace and often through connecting activities. Whether in the school or in the workplace, career awareness and development activities will best serve all students when the following actions are taken:

- Use valid assessment tools to assist students in making academic, career and personal decisions based on abilities, interests and need, not on gender, disability or race.
- Provide information about workforce trends to point out the importance of increasing male and female options in careers. One source for this data is the U.S. Department of Labor Women's Bureau.
- Provide realistic information about students' job futures, including possibilities for combining work and family and length of time one is likely to spend in the labor market.
- Use contextual learning to help students understand that math and science skills will be essential for many promising jobs in the future and encourage students to take these classes.
- Routinely provide information regarding job salaries as they relate to career interests, including accurate data on the difference in salaries for traditionally male and traditionally female jobs.
- Present students at all grade levels with nontraditional role models through examples in textbooks and literature, videos and face-to-face contact with workers.
- Have teachers, counselors and employers support students who make nontraditional choices through providing mentors on the job, verbal encouragement and opportunities for hands-on experience with the nontraditional work of their choice.
- Incorporate materials into the curriculum that show the changing roles of men and women in the family and workplace.

Voc Fest for Eighth Graders. Each state has some career awareness activities already in place that promote nontraditional careers and high-skill, high-wage opportunities One strategy your partnership might try is a Voc Fest. Voc Fest is a successful strategy that schools have used to increase student enrollment in technology classes and give all eighth graders a realistic outlook on their future.

In the spring of the eighth-grade year, before students make their course selection for high school, the entire high school they will enter is involved in introducing all students to nontraditional career options through hands-on activities. There is much preliminary preparation of the students, including an interest inventory and discussions about the results of the inventory and nontraditional options. The eighth graders travel to the high school and are met by student guides who serve as role models. Each student visits one nontraditional and one traditional vocational class and uses equipment and tools to get a real hands-on experience.

Afterward, teachers follow up by assigning writing and decision-making activities. Students also are given assignments that involve their parents and the business community, such as interviewing their parents about their career choice and what they would do differently today. Students may get extra credit for visiting a business and interviewing the workers there.

Although a Voc Fest is time intensive, the results pay off. Students, parents and teachers know that all the eighth graders are better informed about their options and can enter high school with a more realistic idea of what they might want to do in their future.

Recruitment in School to Work

Develop specific recruitment and support strategies for young women, students of color and students with disabilities. Make sure local representatives of regional and national companies are involved in the planning stages, since many such companies have extensive outreach and recruitment efforts aimed at these groups.

Career Clusters

When determining the career clusters for school-to-work programs, make sure that opportunities are provided in both high-wage traditional and nontraditional occupations. While nontraditional occupations may pay more, many students will not choose the nontraditional, but all students should be provided with high-wage, high-skilled choices. Resources to assist you with developing nontraditional opportunities can be obtained through the state gender equity administrator, professional associations and organizations like Wider Opportunities for Women and the Institute for Women in Trades, Technology and Science.

Worksite Learning Experiences

While many employers have developed policies regarding fairness in the workplace, we know that some employers have not had the resources to conduct staff development on gender and race equity in the workplace. As relationships develop with local employers, it is important to establish guidelines related to equity and access that employers agree to. Currently, for example, it is required by law that employers participating in work-based activities with students agree that they will not discriminate on the basis of race, disability, gender or other factors, just as schools receiving federal funds must agree.

Apart from legal considerations, if we are to serve all students equitably in worksite experiences, here are some suggestions:

- Seek to identify worksite role models for students that match the diversity of the students themselves, including gender, ethnicity, disability and career interest.
- Provide necessary staff development so that everyone is comfortable making nontraditional placement of students.
- In determining criteria for placement, remember it is illegal to discriminate on the bases of gender, race or disability. In developing the criteria, provide the broadest opportunity for all students.
- Be clear with employers regarding the requirement that opportunities be provided in an environment free of racial and sexual harassment. Ask about employer policies.
- Request that clear information be provided to students regarding hiring practices to assure realistic expectations on the part of students.
- Require a mentor for each student in a worksite experience. Provide training for these mentors to be sure they are prepared to talk realistically about the working environment and how to succeed.
- Make sure that employers provide a variety of high-skill opportunities for all students. Do not let them place students in dead-end situations where there will be no career path possible.
- Where pre-apprenticeship opportunities are available, market them to all students.
- Keep accurate records of all student placements in worksite experience. Analyze the data to ensure that efforts are being made to involve all students in a variety of experiences, not only those which are traditional for certain groups.

Through developing strong partnerships with employers, being clear with them about expectations regarding access and equity and providing well-prepared students to participate in work experiences at their businesses, you can ensure that worksite learning will successfully serve all students.

The Importance of Change

Jennifer Smith, the Rodriguez family and Ed Jones are lucky. They have options, a direction and a future. The education system has served them well. But this would not be true without the systemic changes in their local school systems. Was it easy to do? No. Have all the problems been solved? No. Is this approach necessary? Absolutely.

To develop a world-class workforce, we must serve the Jennifers, Eds and Rodriguezes in our communities. This is an important new way of doing business. Our action on equal opportunity and access must match our words. When what we say about access is reflected in our actions, then our systems will truly serve all students.

Proyecto Adelante: A Model Program for Equity

Proyecto Adelante, in the Tucson, Arizona, Unified School District is an innovative approach that models several positive school-to-work concepts. The student population of the district is primarily Hispanic students with limited English proficiency. Historically, many of these students have been in the special education classes with limited exposure to career planning and workplace development. During the past four years, more than 400 tenth graders in Proyecto Adelante have participated in an extensive career exploration project. This project involved interest inventories, field trips, nontraditional role models, business partnerships, community service and a media project.

Each year the students, who primarily live in the inner city, have assisted the state parks programs by adopting a trail. Throughout the year, they help maintain the trail and educate other people about preserving the environment. They also record their experiences on film. Working with their school's media production studio and students not in Proyecto Adelante, the students produced an award-winning video that is now part of the educational program at Tubac National Monument.

This entire effort has given these students job shadowing experiences with the state parks, employment opportunities and a realization that they do have skills and something to contribute to the workplace. Without this approach and the strong support from their teachers, these students probably would have had very limited futures. They now have real-life experience that has shown them they have work options and can contribute to society.

Proyecto Adelante met the challenge of serving all students by promoting positive expectations and offering expanded choices. This approach helped the students overcome their limited views of their own future and showed the community the potential of these students as well.

Jenny Erwin is the equity administrator for the Arizona Department of Education. In 1993, she developed Expanding Options: An Equity Resource Guide for the state of Mississippi. She uses this guide to help counselors and educators in other states design school-based learning activities to tie into their school-to-work systems. She was also involved in the development of Arizona's school-to-work implementation grant.

Mary Wiberg is the vocational education gender equity administrator for the State of Iowa. She works extensively at the national, state and local levels to build youth apprenticeship and school-to-work programs and systems. She has directed a federal youth apprenticeship grant, assisted in the development of a successful local partnership implementation grant and serves on the State of Iowa School-to-Work Team.

MARKETING
WORK BASED LEARNING

For schools to gain the support of the community and nurture effective relationships with employers and community organizations, a full range of marketing activities should be undertaken. This section focuses on three aspects of marketing: promotion, work site development and designing marketing tools.

Promotion, as defined by marketing professionals, includes four categories: publicity, advertising, personal contact selling and sales. An effective work based learning marketing strategy utilizes all of these activities to stimulate community interest and encourage participation.

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MARKETING

OVERVIEW

For schools to gain the support of the community and nurture effective relationships with employers and community organizations, a full range of marketing activities should be undertaken. This section focuses on three aspects of marketing: promotion, work site development and designing marketing tools.

Promotion, as defined by marketing professionals, includes four categories: Publicity, advertising, personal contact selling and sales. An effective work based learning marketing program utilizes all of these activities to stimulate community interest and encourage participation in the program.

Promotion

Overall program promotion is usually performed by school district staff on behalf of an entire program. Marketing efforts on this level include public relations, personal selling by administrators and sales activities like community meetings and brochure development. These activities are broad based and focus on informing the community at large of program benefits and features.

Work Site Development

Personal contact selling is usually performed by individuals who are responsible for developing work based learning sites and is directly related to their particular programs and students. Work site developers primarily engage in personal contact with individual employers and may utilize sales tools such as business cards, brochures and flyers created by the school district or themselves. Personal contacts made on this level are the foundations upon which successful programs are built.

IT IS ESSENTIAL

to create both a regional and a community vision of the work based learning program that emphasizes learning, experience, and opportunity.

Marketing works best when activities on all levels are coordinated. Each marketing activity should be viewed as part of an overall communication strategy whose ultimate goal is developing a successful work based learning program. The activities described in the following pages should begin during startup activities and continue in various forms as the program grows and changes.

Make sure that each individual involved in marketing activities understands and uses the correct terminology to ensure accurate communication on each level, across all types of marketing activities, and at all phases of development.

LESSONS FROM THE MARKETING MODEL

Ultimately, the goal — to create more work based learning opportunities for students — requires a direct sales effort on the part of schools and regions. School representatives need to convince employers to open their doors and create workplace opportunities for students.

The classic marketing model maintains that to be successful, the five P's must be in place before a sales campaign is launched.

Product:	The product must be perfected. All sales people need to understand and believe in it, and be motivated to sell it. In this case, schools need to know how work based learning will be organized, and internal audiences — particularly administrators and teachers — need to believe in it.
Price:	The price must be set, and it should be one which the customer is willing to pay. With work based learning, employers need to know exactly what is being asked of them, and schools need to tailor the requests to their own markets.
Place:	The place of distribution must have the product available and be ready to handle customer demand. If mass marketing creates a demand that cannot be met at the point of sale, the customer will abandon the effort to buy, the product will fail and the marketing effort will be wasted. Worse, customers may never return. If work based learning is promoted and employers are motivated to buy at a time when schools are not prepared, employers will become frustrated, lose interest and be reluctant to try again.
Promotion:	When the product, price and distribution channels are in place, and the sales staff is ready to sell, the marketing effort — sales calls, publicity, advertising, direct mail, promotional events — can begin.
People:	Identification of the select target market. The people (group) determine the marketing mix and the success of your marketing activities.

In our site visits and interviews, we observed that many schools, while they are able to organize a handful of work experiences for students, are not prepared to launch a full-scale work based learning effort.

They have not refined their product, set the price and prepared the distribution channels. They do not know how their work based learning experiences will be organized to serve a large number of students.

They have not addressed curriculum changes — ranging from applied teaching to workplace preparation training.

And they have not prepared the entire sales force — teachers, administrators, students, custodians, secretaries, school boards, parent groups, site councils — to support the effort.

Lessons from the Marketing Model (cont.)

The research points out that employers want a program to be well-organized, and they want students to be motivated and ready to learn. While some employers have said that they are willing to help teachers and administrators design programs, even then, teachers and administrators need to develop a clear vision of what they want to achieve, and why, before inviting employers to join in.

WORK BASED LEARNING PROMOTION

MESSAGE STRATEGIES:

- **Focus on explaining how work based learning will improve public education, and how audiences can get involved.** Research shows there is no need to persuade key audiences of the need to change our public schools. Limited resources should be focused on describing how work based learning will improve the quality of education students receive, and how audiences can get involved in creating more opportunities for students.

- **Emphasize the inclusive nature of work based learning-that it benefits all students.** A wide margin of students believe they will go to college and so do their parents. While statistics show these expectations do not materialize, it would be counter-productive to attempt to convince families otherwise. Communications should emphasize that work based learning programs benefit **all** students, regardless of their future plans, because they: 1) make classroom learning more relevant; 2) teach skills that apply to any career choice; 3) increase attention on career decisions; and 4) be the critical edge needed for career success.

- **Communicate in emotional, anecdotal terms.** Throughout the research, the more emotion-laden arguments-keeping kids off the street and in school, giving them hope for a job, keeping college-bound students focused on their studies-appeal more to audiences than statistical ones. Emotional arguments, substantiated by reliable data, should be used to convince audiences that work based learning will improve the quality of education students receive and is worth the effort.

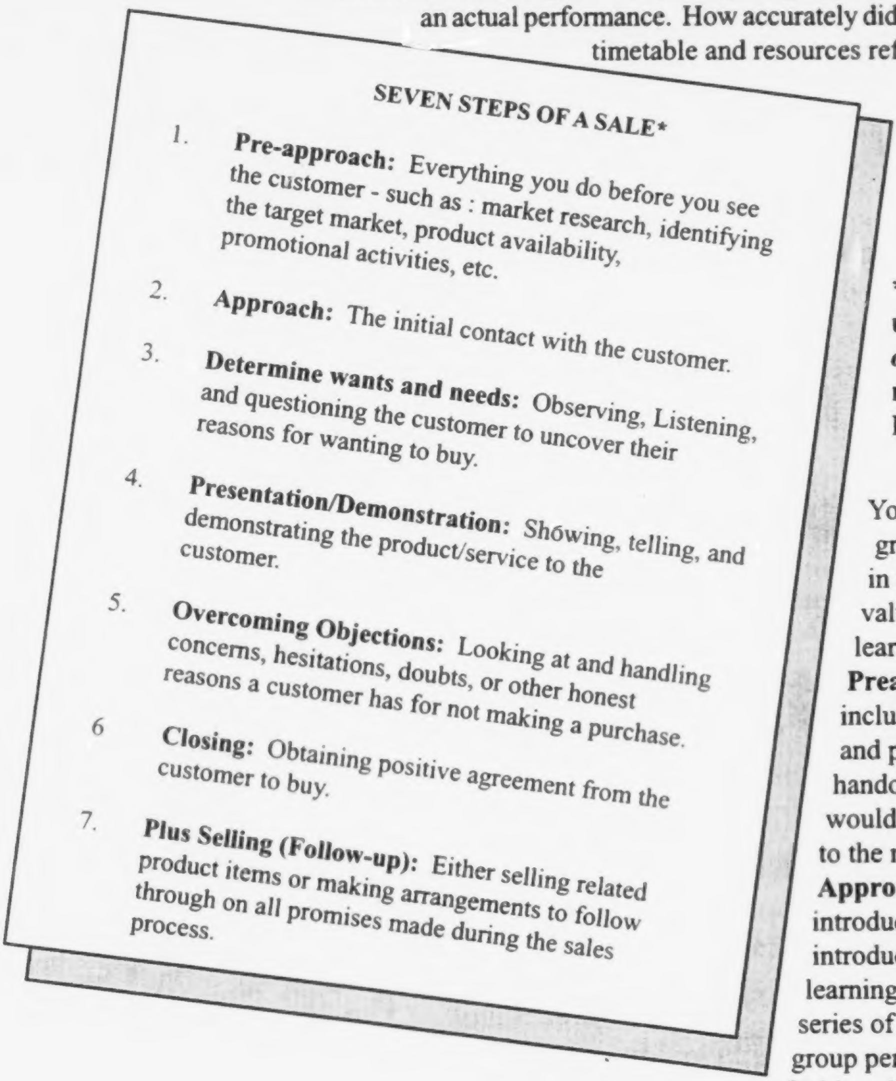
- **Have students describe the relevance work based learning brings to the classroom.** Emotion moves audiences, and few are as capable of imparting passion about work based learning as students involved in structured work experiences and other work based learning programs. In student focus groups during site visits, students spoke convincingly about how work based learning experiences have brought relevance to their studies. Communications tools and activities should be structured to include student testimonials and anecdotes in a significant way.

- **Focus resources on personal interaction over mass media.** Research shows the mass media is not connecting with public, parents, students or business on school reform issues. In fact, parents said they get most of their information about schools from personal observation, school newsletters and contact with school staff. Resources should be focused on activities that connect all audiences, in a personal way, with work based learning.

Adapted from School-to-Work Marketing and Communications Plan: Report and Recommendations for 1995-96 Oregon Department of Education

EVALUATING PROMOTIONAL ACTIVITIES

Take the time to evaluate your marketing activities and discontinue those that don't work or achieve your objectives. Your evaluation techniques should be manageable and practical. Evaluation involves monitoring results by comparing a planned performance against an actual performance. How accurately did your planned budget, timetable and resources reflect the actual?



SEVEN STEPS OF A SALE*

1. **Pre-approach:** Everything you do before you see the customer - such as : market research, identifying the target market, product availability, promotional activities, etc.
2. **Approach:** The initial contact with the customer.
3. **Determine wants and needs:** Observing, Listening, and questioning the customer to uncover their reasons for wanting to buy.
4. **Presentation/Demonstration:** Shówing, telling, and demonstrating the product/service to the customer.
5. **Overcoming Objections:** Looking at and handling concerns, hesitations, doubts, or other honest reasons a customer has for not making a purchase.
6. **Closing:** Obtaining positive agreement from the customer to buy.
7. **Plus Selling (Follow-up):** Either selling related product items or making arrangements to follow through on all promises made during the sales process.

***Example of How to use the *Seven Steps of a Sale* when marketing Work Based Learning**

You are meeting with a group of administrators in a district about the value of work based learning. The **Preapproach** step would include all the planning and preparation (including handouts, etc.) that you would have completed prior to the meeting. Your **Approach** would be your introduction, after you have introduced work based learning, you would ask a series of questions to your group pertaining to what they feel is valuable, what their goals are, their persceptions, etc. By doing this, you are **Determining their Wants and Needs**. From the information you gather from their questions and your observations, you do your **Presentation** incorporating how the program can fulfill their needs. You know their will be **Objections** about the process and how you handle those concerns and doubts will determine your success in **Closing** - having the group support the idea and incorporating it into their system. Once the work based experiences have been implemented, you then **Follow-up** with additonal assistance and support.

MARKETING WORK BASED LEARNING TO THE PUBLIC

Work based learning activities need the active support and participation of employers, school administrators, teachers and counselors, students, parents, post-secondary institutions and community-based organizations. The key to gaining their support is to ensure that each group:

- Is aware that work based learning exists
- Perceives work based learning accurately
- Believes that work based learning is of value to them

Accomplishing this goal requires acting deliberately through a coordinated and sustained marketing strategy. "One shot" efforts are seldom effective, no matter how good they are.

When developing marketing materials such as brochures, videotapes or newsletters, be certain to consider these important points:

- **Promote the benefits of work based learning, not the feature** - People make decisions to support work based learning primarily to meet some need of their own. Therefore, everything you communicate, to every audience, should address the benefits to them.

- **Understand and address audience concerns "up front"** - People know that nothing is free; help them understand how the benefits of work based learning outweigh the costs. Those costs can be both real and perceived. For example, parents may fear that school to work is a form of tracking. Show them that students will have access to post-secondary school options, and that success in work based learning often leads students to consider education options they previously had not considered.

- **Shift your marketing activities as work based learning develops** - As work based learning and public opinion toward it evolve, different marketing strategies may be required.

Jobs for the Future, 1994. School-to-Work Toolkit. Building a Local Program. Jobs for the Future: Boston, MA.

EXAMPLE
Public Information Brochure
Develop a 8 1/2" X 11" folded brochure which outlines work based learning opportunities available to students. The brochure highlights benefits to students and employers and includes pictures of students at work based learning sites.

MARKETING WORK BASED LEARNING TO DISTRICT PERSONNEL

- Sell the concept of work based learning-Provide administrators and school boards with concrete information on the implementation process and success stories of other work based learning experiences. Provide solid data (e.g., drop-out and post-secondary completion rates) to clarify the need for work based learning. This is an ongoing process.

- Produce formal orientation materials-A formal description of work based learning which articulates goals, expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns. Brochures and handbooks are good formats for orientation materials.

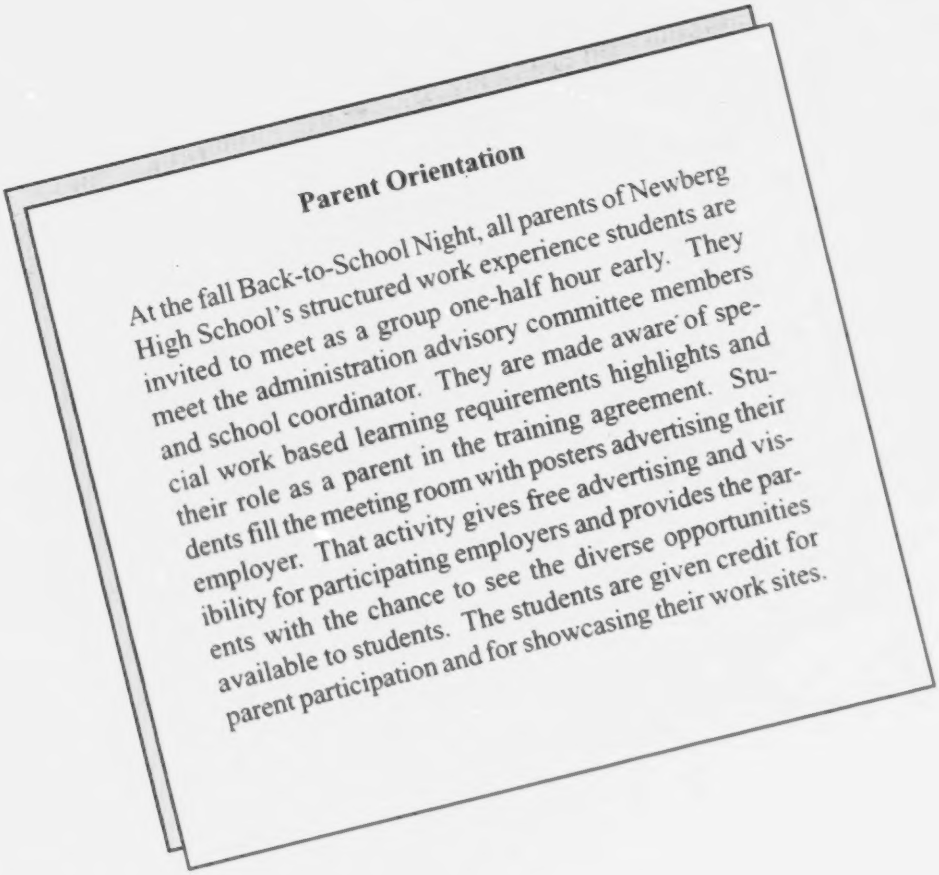
Jobs for the Future, 1994. School-to-Work Toolkit. Building a Local Program.
Jobs for the Future: Boston, MA.

MARKETING THE WORK BASED LEARNING TO PARENTS

Parents can be either enthusiastic supporters or suspicious opponents of work based learning experiences. Promotion should address parents' concerns.

- **Invite parents to visit the people and institutions connected with work based learning**—Making it possible for parents to visit the firms(s) and school(s) where their children will be learning can help them better understand the nature of work based learning. Providing opportunities for them to meet the supervisors and teachers on an informal basis gives parents the chance to discuss their concerns and interests in the program with the people who will be working with their children.

- **Stress the guidance and career planning components of work based learning when marketing to parents**-Students often complain that "no one at school cares." Stressing to parents that special support will be provided to help students negotiate the demands of work based learning, making decisions about future education and career goals will help demonstrate to parents that your system is not "business as usual".



Parent Orientation

At the fall Back-to-School Night, all parents of Newberg High School's structured work experience students are invited to meet as a group one-half hour early. They meet the administration advisory committee members and school coordinator. They are made aware of special work based learning requirements highlights and their role as a parent in the training agreement. Students fill the meeting room with posters advertising their employer. That activity gives free advertising and visibility for participating employers and provides the parents with the chance to see the diverse opportunities available to students. The students are given credit for parent participation and for showcasing their work sites.

parent participation and for showcasing their work sites.

MARKETING WORK BASED LEARNING TO STUDENTS

The best incentive for student participation work based learning is that it is considered by peers and parents as high status, with a range of post-secondary options including college, work and technical training. Staff should provide students, and the adults who influence them, with clear and compelling information about work based learning design and benefits, emphasizing that it is; a stepping stone toward further high value work and post-secondary educational opportunities; doesn't cut off options, but enhances them; and provides supports to students. At every step help students get a clear idea of what it means to participate.

The world of work is foreign to most students. Expectations, rewards and consequences need to be spelled out clearly through orientation. Marketing activities can play an important role in helping dispel students' initial fears and confusion.

- Distribute student information packages, including brochures, course listings, newspaper articles, information on local industry trends and brief quotes from participants.
- Hold student assemblies with employers and have participating students provide testimonials.
- Host open houses for students, parents, and staff at employer facilities.
- Involve students in the promotion process after the first year of implementation, since students can be a program's best friend.
- Present at middle school civics and career development classes to promote work based learning.
- Conduct community outreach using newspapers, radio, television and presentations at parent/community-based organization meetings.
- Prepare a formal handbook outlining the policies and expectations of work based learning.
- A separate introduction to a student's particular workplace, as a new employee. Such introductions generally give students necessary information about procedures and expectations (e.g., health and safety rules, attendance and discipline policies, and employee rights and responsibilities). A thorough work site orientation helps build a direct relationship of responsibility and obligation between student and employer. It emphasizes that the student is not just a high school student on a field trip, but has a role and function in the workplace and can make a contribution.
- A kick-off reception for students and their parents, hosted by the employers and attended by school and community partners, including local government representatives, as further means of initiating student participation in a supportive work and learning community. A final dinner/awards ceremony at the conclusion of the year can also be held. The following year's recruits can also be invited, to view firsthand the progress of participating students.

Jobs for the Future, 1994. School-to-Work Toolkit. Building a Local Program. Jobs for the Future: Boston, MA.

Student Recruitment

One Cooperative Education Department has developed an advertising campaign based around the slogan. **"Hire Education."** The slogan appears on posters, bookmarks, direct-mail postcards and school newspaper ads. This emphasis on the economic benefits of the program is only one of the ways in which students are encouraged to participate in cooperative work experiences.

Many students are not prepared to participate in a work based learning experience which requires them to enter the world of work as a long-term experience, participating in an on-the-job training program, internship, or shadowing experience. The following criteria for students should be considered for their admission to work based learning experiences.

☆ be 16 years of age, particularly if it is to be a paid work experience
☆ meet the academic requirements set by the local school
☆ have regular attendance during the current school year with active participation in class activities
☆ be interested in the occupation for which the work based learning experience provides training, as shown in an interest inventory
☆ possess the aptitude for the occupation for which they will be training, as indicated on a valid aptitude assessment instrument
☆ have teacher and counselor recommendations
☆ possess social and personal skills, e.g., meet people well, communicate effectively, work well on a team, and follow rules and regulations
☆ be willing to sign an agreement with the school and business/industry agreeing to actively participate in the program
☆ have the support of their parents or guardians
☆ have an updated six-year plan of study
☆ have access to regular and reliable transportation
☆ show evidence of strong commitment to the progrm
☆ be competent, honest, reliable, have respect for authority, and have integrity

MARKETING WORK BASED LEARNING TO EMPLOYERS

Work based learning requires employers play a significant role in designing and providing work and learning opportunities for students. This is a departure from most school-business partnerships, which typically are more limited in scope and employer commitment. To recruit employers, work based learning designers must understand what might motivate employers to play this more significant role and make it as easy as possible for them to get involved.

Basic strategies for recruiting employers include:

- **Using business leaders to recruit their peers-**Peers have the best chance of convincing employers of the value of participation. CEOs and other top managers can gain access to and command the respect of the leaders of other firms, with whom they share common concerns and expectations.

- **Anticipating and being prepared to answer employer concerns-**Employers want to hear clear, concise answers to their questions and concerns about work based learning administration, design, costs and benefits. Employers who have had mixed results with previous school business partnerships will particularly want to know how the work based learning program can be structured for success.

- **Highlighting specific benefits to employers-**The message crafted for employers should underscore the short and long-term benefits of participation. Two areas of emphasis are broad labor market trends-aging of the existing workforce, rapid technological change, the demand for new skills, the high costs of recruitment, the decline of traditional training pipelines, and the individual firm's civic profile. Other benefits include: Increased motivation of workers who mentor youth, a predictable and constant access to qualified entry level workers with strong basic skills and full understanding work.

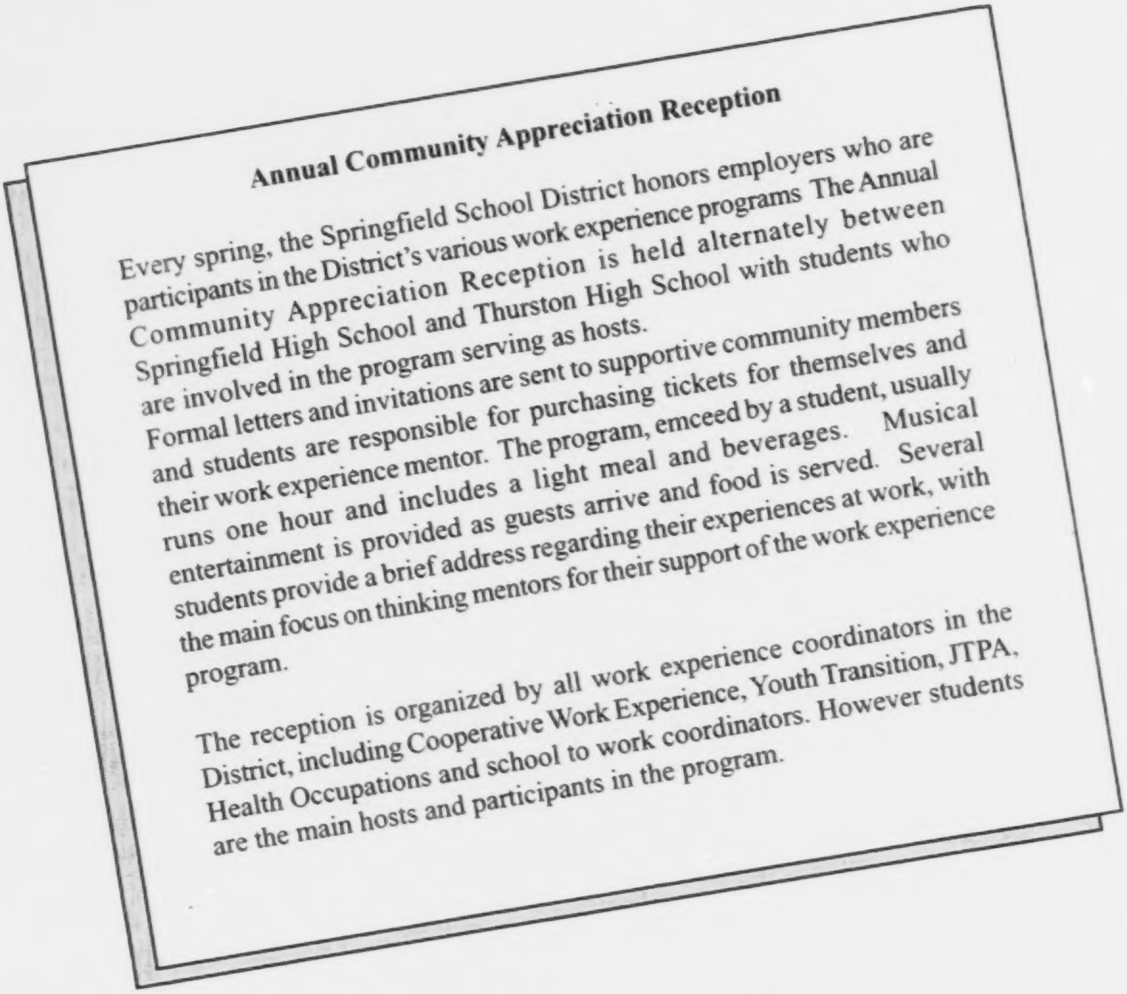
- **Building a genuine partnership-**Involve employers early in planning work based learning so that they have significant responsibility and sense of ownership. Employers will have a greater interest in becoming involved and maintaining their support if they feel that it is their system, too.

- **Clarifying the expected roles and responsibilities of employers-**Work based learning require employer to commit time, staff and money. It is essential to make clear from the beginning appropriate roles and responsibilities that are consistent with work based learning goals and basic design. Employers will be more willing to become involved if they know up-front what is being expected of them.

- **Have upper-level management sell the program-**Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message that the program is highly valued and integrated with the company's overall human resources strategy.

- **Reward work site supervisors for their participation-**Formally recognize participation in work based learning through newsletters, lunch-table presentations, seminars and/or personal "thank you" letters.

Jobs for the Future. 1994. School-to-Work Toolkit. Building a Local Program. Jobs for the Future: Boston, MA.



Annual Community Appreciation Reception

Every spring, the Springfield School District honors employers who are participants in the District's various work experience programs The Annual Community Appreciation Reception is held alternately between Springfield High School and Thurston High School with students who are involved in the program serving as hosts.

Formal letters and invitations are sent to supportive community members and students are responsible for purchasing tickets for themselves and their work experience mentor. The program, emceed by a student, usually runs one hour and includes a light meal and beverages. Musical entertainment is provided as guests arrive and food is served. Several students provide a brief address regarding their experiences at work, with the main focus on thinking mentors for their support of the work experience program.

The reception is organized by all work experience coordinators in the District, including Cooperative Work Experience, Youth Transition, JTPA, Health Occupations and school to work coordinators. However students are the main hosts and participants in the program.

BEGIN BY DECIDING YOUR NEEDS

Decide what type of work based learning experience are you trying to set up for your students. Carefully consider which employers to target for contact.

RESEARCHING EMPLOYERS

Gather as much information about potential employers as you can through personal contacts and professional organizations.

- Network with your friends and co-workers and ask for contacts within the organizations.

RESEARCHING EMPLOYERS (cont.)

- Research each organization. Public libraries often have the publication *Contacts Influential* which provides specific information about companies such as the number of employees, contact names, and information about other similar companies or organizations.

- Survey local organizations. Find out what types of work based learning activities the organizations in your community are willing to participate in. In some areas, business education compacts take on the role of connecting businesses with schools through the development of databases. In other areas, Chambers of Commerce have assumed this connecting role. In smaller communities, the work based learning coordinator should be prepared to take on this responsibility.

Additional Sources for Identifying and Targeting Employers

Alumni
Assumed business name lists from the small business development centers
Business education compacts
Business publications
Chamber of commerce
Churches
Civic organizations
Conferences
Employment Department
Executive tip clubs
Federal agencies list
Friends and associates
JTPA
Non-profit organizations
Private employment agencies
Professional organizations and associations
Telephone book
Want ads
Working parents of students

IDENTIFYIING POTENTIAL EMPLOYERS

Some firms are more likely than others to participate in a new work based learning program. The following criteria can help you focus your initial recruitment efforts on those employers most likely to become involved.

- **Prior involvement in school-business partnerships** - Employers who already have served on vocational education advisory boards, school-business partnerships, Tech Prep consortium boards, or district/city-wide education reform committees may be inclined to participate, particularly if their experiences have been positive.

- **Tradition of leadership in community affairs** - Banks, hospitals and public utilities are typically interested in positive public image and are generally responsive. Business leaders with a history of public service and community leadership can also be powerful allies.

- **Commitment to being a "learning organization"** - Firms that invest in the development of worker skills are more likely to have the vision and organizational capacity to provide quality work site learning experiences for young people. Indicators of this kind of commitment include basic-skills and English as a Second-Language programs, quality management programs and tuition reimbursement plans.

- **Industry areas which employ large or increasing numbers of employees** - Companies that are growing, and those that are not currently hiring but can articulate a three- to five- year hiring strategy to meet their long-term goals, can see the need to build their labor supply.

- **Firms and organizations experiencing labor shortages** - Firms experiencing high retirement rates and/or lack of entry-level workers may see immediate need for work based learning programs.

- **Cooperative labor-management relations** - Workers and their organizations have been active partners in work based learning experiences in unionized and non-unionized workplace. However, workers often have legitimate concerns about their job security and access to training. Firms with cooperative labor-management relations are more likely to be able to resolve these issues.

- **Friendly competition with firms in the same industry** - One firm's participation can encourage others to jump on board. The perception that a rival may gain prestige, publicity, community approval, or access to labor can be a powerful motivator.

- **Familiarity with U.S. and European work based learning models** - First hand knowledge of youth apprenticeship or other work based learning systems can increase employer receptivity.

Jobs for the Future, 1994. School-to-Work Toolkit. Building a Local Program. Jobs for the Future: Boston, MA.

ESTABLISHING STUDENT WORK SITES

Effective communication is the foundation for developing and maintaining work based learning sites.

Some employers will prefer to have a single point of contact to maintain and develop relationships with schools. Work based learning coordinators or business education compact personnel can fulfill this role. Other employers will prefer to work directly with school staff members responsible for placing students in their organizations.

Call employer(s) and community organizations.

It is always best to have the name of an individual within a company to call. In marketing terms this is referred to as a "warm" call. If you don't have a name you will need to do a "cold" call. When cold calling, explain your reasons for calling and ask for the name of the person who might be responsible for this type of activity. You may be referred to the Human Resources Department or Personnel Department, especially in large organizations.

- Prepare a phone conversation script that has all the information you'll need to give an employer. Introduce yourself and ask for some time to discuss work based learning. Explain work based learning needs clearly and concisely. Emphasize the benefits of participation. When preparing your script, pretend that you are the employer. What would you want to know first? e.g., Liability? Time commitment? Paper-work? Costs? What would make you listen to what you have to say? e.g., concern for the well-being of young people; benefits for the company. Solicit questions and immediate concerns from the employer. If possible, set up a meeting time for further discussion.

- Confirm arrangements by letter or phone call.

Meet the work site staff in person.

Bring written material. Some suggestions:

- Business cards, fliers, letter of introduction, booklets, sales packet/portfolio, name tags, brochure, flip charts, agreement form, newsletters, letters from the high level school administrator.

- Practice professionalism. When meeting with the employer, follow the same interview guidelines you teach your students. Know your material. Listen well. Utilize good communication skills. Respect the employer's time. Dress appropriately. Most businesses have stricter dress requirements than do schools.

- Conduct the meeting in a place where interruptions are minimal.

Meet the work site staff in person (cont.)

- Give a brief explanation of your program needs. Include information about type and age of students involved. Use the meeting to learn about the work site and the industry. Do more listening than talking. Allow time for questions from both sides.

- Emphasize the benefits of participation. Benefits can fulfill needs or solve problems. Potential benefits for employers depend on the type of activity in which they participate. Some possible benefits to employers include access to motivated part-time personnel, reduction in training costs and pre-screening time, opportunities to observe possible candidates for full-time jobs, and, most importantly, the satisfaction of knowing that they are taking an active role in improving the community. Use persuasion skills to "sell" participation to work site staff.

ADDITIONAL DISCUSSION TOPICS MAY INCLUDE:

- Availability of adequate personnel to provide training.
- Willingness of the work site supervisor to work with the student.
- Coordination of planning and implementation of the instructional program and efforts to ensure that students complete their programs of study.
- Wage scales, hiring practices, working conditions, promotion, and job mobility.
- Work site staff's understanding of student needs, willingness to discuss problems with the coordinator.
- Employer's relationships with the community, other employers, customers clients labor groups.
- Any constraints imposed by bargaining agreements.

Adapted from Washington State Community and Technical Colleges' Guide to Work-Based Learning Programs

Get the commitment.

Ask for what you want – participation and support. Be honest and clear about your expectations. Employers do not like surprises.

Prepare and sign written agreements where applicable.

Make sure that all involved parties understand work based learning expectations and responsibilities. Employers appreciate having things spelled out. Work experiences (internships, apprenticeships, etc.) require formal training agreements signed by all parties. Less formal experiences (job shadows, informal observations) can use simple checklists or outlines.

Exit Policy

Establish an exit policy early in the implementation stage. This policy should contain several steps that show good faith on the team's part to help a student. This may include:

- student/teacher conference
- parent contact by phone
- student/parent/counselor/teacher conference

The results of these activities may build a case for retention or removal of a student from the work based learning experience.

It is critical that a single student does not negatively impact a placement relationship with business/ industry. An effective exit policy will help to maintain good relationships for all. Be sure the elements of your exit policy are clearly understood and signed by all key participants: school, work, parent/ guardian, and student.

Set up time(s) for students to participate.

For older students, setting up their own appointments and schedules can be a valuable part of the learning experience. Make sure that everyone who needs to—parents, employers, students—has correct information about when and where activities will take place.

BEST COPY AVAILABLE

RECRUITING WORK SITE STAFF

Dedicated trainers and mentors are essential to successful student learning experiences at the work site. Department supervisors and staff may have misgivings about getting involved in work based learning, anticipating the demands placed on their time. Address their concerns while highlighting the personal and professional rewards of providing guidance and training to students.

Some suggestions for recruiting workers:

- **Use peer-to-peer recruitment**-Build a cadre of staff who are committed to education and enlist their help in recruiting their peers. Prospective mentors and trainers will be more receptive to the work based learning concept when it comes from respected colleagues.
- **Encourage upper-level management to sell work based learning**-Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message that work based learning is highly valued and integrated with the company's overall human resources strategy.
- **Address key questions and concerns**-Taking on the role of a mentor or trainer means changing the way department supervisors and staff do their work. Work with the CEO or human resources department to answer questions about job security, liability, and potential impact on productivity.
- **Clarify roles and responsibilities**-Mentors and trainers must commit significant time and energy to their student progress. Clarifying roles and responsibilities, and the ways in which mentor participation supports the goals of the company, can help recruit work site staff to work based learning.
- **Build in support systems**—Mentors and trainers need orientation and support to work effectively with students and to structure quality work based learning experiences. A head mentor or work site coordinator can help manage work based learning at the work site.
- **Reward employees for their participation**-Formally recognize employees' participation in work based learning through newsletters, lunch table presentations, seminars and/or personal "thank you" letters.

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CONNECTING STUDENTS WITH WORK SITES

Establish an application process for purpose of matching.

This will help the work based learning coordinator learn about the student and make appropriate matches with work sites to ensure that the work based learning experience addresses the student's interests, needs and goals.

Match participants with work sites.

Site supervisors will want to participate in the selection of the students they will be working with, especially if they are providing a paid work based learning experience. They will want to select individuals who are compatible with their staff and work activities. Arrange student interviews with site supervisors, and allow them to select the students to be placed in their work sites whenever possible. Have students prepare resumes, applications, and cover letters. Employers may request these materials prior to or during an interview.

FOLLOW UP

Call or visit with the student's site supervisor.

The amount of contact depends upon the type of activity. For activities that last less than a day, like job shadows or observations, a follow-up call or letter is usually appropriate. Longer activities such as mentoring, cooperative education placements, internships and practicums require ongoing contact between school and work site staff. A minimum of two contacts during a twelve-week term is considered appropriate. If concerns or problems arise, more frequent contact may be necessary.

Use follow-up contacts to check on a range of issues.

Discuss student participation and progress to concerns or problems. Ask informal, open-ended questions to help elicit information from the site supervisor about the experience.

Send an evaluation form to be completed by the site supervisor.

Evaluation forms should focus on the student's participation as well as the employer's impression of the activity and how it could be improved. The student's evaluation can be included in his/her portfolio or as part of a written report.

Have student(s) send a thank you note to employer.

If necessary, provide students with a sample thank you letter. Encourage students to personalize their letters by highlighting at least one thing that they learned or enjoyed during the experience. Suggest that students ask permission to use the employer as a reference.

Send a thank you from the school, as well. We all like to know that we are appreciated. Keep small note cards and envelopes on hand. A short, personal, hand-written note is often more valued than a letter or memo unless the letter can be placed in a personnel file. if it's not possible to write a personal note, at least send a form letter. It's great PR for next time.

Other ways to say thanks.

- ☞ Give certificates of appreciation
- ☞ Conduct award or recognition ceremonies
- ☞ Give small, inexpensive gifts such as pens or note pads with school/program name

Create an employer file.

Document all employers and the activities in which they've participated for future reference. Maintain a mailing list of organizations that are active in work based learning. This data base should also include the names of individual students who have worked with each organization. Recalling the experiences of past participants can be helpful when placing new students

EVALUATION

Take time to reflect on your site development process identify strengths and weaknesses in your presentation and make adjustments as necessary. Ask employers for input on how your marketing efforts could be improved. Focus on streamlining the site development process for the benefit of everyone involved.

Stay in touch with employers.

They'll be more inclined to work with you if you have a good, ongoing relationship. Some ideas: encourage student(s) to write letters some time later explaining how the experience made a difference; publish a quarterly newsletter or one page flyer sharing student/ employer activities.

LEGAL ISSUES

Work based learning moves students outside the confines and safety net of the school district building and grounds. With work based learning opportunities come additional legal concerns and responsibilities.

It is essential that educators and employers become knowledgeable about laws governing students in the workplace. Many agencies and reference materials are available to help you define and carry out your obligations.

LEGAL ISSUES

PROVIDING PROTECTION FOR ALL

The work based learning component moves students outside the confines and safety net of the school district building and grounds. With work based learning opportunities come additional legal concerns and responsibilities.

It is essential that educators and employers become knowledgeable about laws governing students in the workplace. A signed contract between the work based learning site and the school is a necessity for the protection of both parties. Many agencies and reference materials are available to help you define and carry out your obligations.

Know your own school/district policies regarding student safety and security and your legal obligations and responsibilities. Be familiar with district insurance and supervision policies, as well.

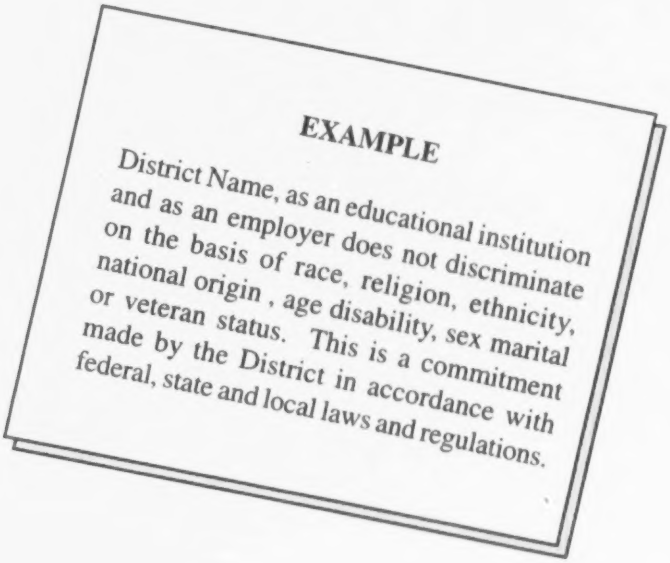
Every contract/agreement used for work based learning student participation should state that the employer has an obligation to maintain a safe working environment including protection from discrimination and sexual harassment. The contract/agreement should also contain a statement that the school has the right to immediately terminate the student work based learning if there is a breach of stipulated obligations.

**"An Overview"
of Fair Standards Act
and Child Labor Laws
can be found at the end
of this chapter.**

AFFIRMATIVE ACTION

An affirmative action statement at the bottom or on the back of your contract/agreement is highly recommended.

Under Federal Executive Order 11246 as amended, protected minority groups are defined as African Americans, Asian Americans, Hispanic Americans, and Native Americans. Women are also designated as a protected group. The protected groups are those persons who have historically been most disadvantaged by discriminatory practices formerly sanctioned by law. Affirmative employment efforts are also required for disabled and Vietnam era veterans as well as persons with disabilities.



EXAMPLE

District Name, as an educational institution and as an employer does not discriminate on the basis of race, religion, ethnicity, national origin , age disability, sex marital or veteran status. This is a commitment made by the District in accordance with federal, state and local laws and regulations.

AMERICANS WITH DISABILITIES ACT

**All aspects of the Americans with Disabilities Act (ADA)
were to be implemented by July 26, 1994,**

with the exception of those governing rail systems transportation service. All employers with 15 or more employees must comply with ADA requirements. Below is a basic outline of ADA requirements most directly affecting work based learning.

ADDITIONAL INFORMATION

can be received from the U.S. Department of Justice, Civil Rights Division, the Northwest Disability and Business Technical Assistance Center (1-800-949-4232) or the Job Accomodation Network (1-800-232-9675)

GENERAL

- All government facilities, services and communications must be accessible consistent with the requirements of section 504 of the Rehabilitation Act of 1973.
- Public accommodations such as restaurants, hotels, theaters, doctors' offices, pharmacies, retail stores, museums, libraries, parks, private schools, and day care centers, may not discriminate on the basis of disability. Private clubs and religious organizations are exempt.
- Reasonable changes in policies, practices, and procedures must be made to avoid discrimination.

AUXILIARY AIDS

- Auxiliary aids and services must be provide to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.
- Companies offering telephone service to the general public must offer telephone relay service to individuals who use telecommunication devices for the deaf (TDD's) or similar devices.

PHYSICAL BARRIERS

- Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be offered. If they are readily achievable. For example, in a small business with marginal profits, installing automatic doors might be an undue economic hardship or very difficult structurally. A sign stating that help is immediately available to open the doors with a reachable/accessible buzzer is adequate.

PHYSICAL BARRIERS (cont.)

- All new construction in public accommodations, as well as in “commercial facilities” such as office buildings, must be accessible. Elevators are generally not required in buildings under 3 stories or with fewer than 3,000 square feet per floor, unless the building is a shopping center, mall, or professional office of a healthcare provider.

- Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered area (and the bathrooms, telephones, and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Elevators are required as described above.

EMPLOYMENT

- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.

- Employers can ask about one’s ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.

- Employers will need to provide “reasonable accommodation’ to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.

- Employers do not need to provide accommodations that impose an “undue hardship” on business operations. Undue hardship is generally defined as excessive or disproportionate costs compared to the organizations ability to pay. It may also include other situations such as structural modifications which cannot safely be made to the building or would radically impose on the historical status or use by other occupants of the building or accessibility of other primary users of the equipment.

BENEFITS OF ADA TO EMPLOYERS

- Allows employers to expand their labor pool and workforce to include qualified persons with disabilities.

- Resources are available to provide employers with information and skill to assist in managing and maintaining all persons with a diverse workforce.

- Assists in the retention of workers who acquire disabilities on the job.

- Possible tax break to small employers.

CONFIDENTIALITY/PRIVACY

Student records and information are protected
from public disclosure under the Federal Rights and Privacy Act.

When working with students in work based learning sites, it is important to be able to release student information such as classes taken, skills, grades, etc. to employers. This may only be done with the signed permission of the student (age 18 and over) or the student's parent legal guardian (under age 18). Similarly information may be released to parents and legal guardians of students under the age of 18.

Social Security numbers for identification/record keeping purposes cannot be used or released to an employer without authorization. A release statement may be contained in the contract/agreement or a separate signed information release form may be practical previous to entering work based learning experiences.

SEXUAL HARASSMENT

Sexual harassment and/or abuse is the most troublesome situation an instructor will ever face when dealing with students and employers in work based learning situations. Adults and young people are very uncomfortable talking about sex and sexual situations. There are a series of precautions and responsibilities with which the instructor is obligated to comply.

Every agreement/contract used for work based learning student participation, needs to have a section that indicates that an employer is expected to maintain a safe working environment. A safe working environment includes protection ***from discrimination and sexual harassment*** and the school has the right to terminate the agreement at any time if there is a breach in the above stipulated items.

WHAT IS SEXUAL HARASSMENT?

Sexual harassment is a particular form of sex discrimination. Sexual harassment usually constitutes sex discrimination, but not all sex discrimination can be considered sexual harassment. For example, requests for sexual favors from a woman employee by her male supervisor are sexual harassment, but paying male and female employees differentially when they perform the same job duties is sex discrimination.

Current studies indicate that the majority of women will experience sexual harassment at some point in their work lives. For this reason, sexual harassment is considered to be a widespread social problem, not merely the result of an interpersonal misunderstanding.

Distinction between Sexual Harassment and Flirting

Students from vocational and comprehensive high schools in Massachusetts generated, with ease, long lists of behaviors they considered to be sexual harassment. Taken from their personal experiences and from interactions they had observed, these sexual harassment behaviors ranged from the subtle to the violent. Examples were largely male-to-female interactions and usually took place among peers, although sexual harassment of female students by male administrators, teachers, counselors, and coaches was also reflected in the lists.

Students distinguished sexual harassment from flirting and from mutual relationships. Flirting was characterized as "instinctual" and "natural" between the genders; even though one-directional flirting may be "derogatory" or "aggravating," it was generally viewed as "not serious." Students felt that they were able to discourage unwanted flirtation by making certain comments or behaving in such a way as to dismiss the one-way flirtation. Sexual harassment, however, was often described as "premeditated" and "ongoing" interactions that "damaged your reputation" or "interfered with going to school." School was described as "the number one place" to become a victim of harassment. Included below is a summary chart, designed by high school students, to clarify their distinctions between flirting and sexual harassment.

Flirting	Sexual Harassment
When both like it and do it and it keeps on going like that	Male does it to a female (usually) and she doesn't like it and can't stop it
A glance—you feel attractive and complemented	A look or a stare—you feel invaded, ashamed, naked
If you know the person (depends on how you know the person) and how they say it	Hints—obscene, suggestive
	Pinch, pat, grab

The Equal Employment Opportunity Commission's definition, evolved from Title VII case law on sexual harassment in employment, is as follows:

> "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; c) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (Equal Employment Opportunity Commission, Federal Register, November 10,1980.)"

For the purposes of class discussion and understanding, sexual harassment may be defined as "unwanted sexual attention from peers, subordinates or supervisors, customers or clients, or anyone the victim must interact with in order to fulfill job or school duties where the victim's responses are restrained by fear of reprisals." The range of behaviors include leering, pinching, and patting; verbal comments; subtle pressure for sexual activity; attempted rape; and rape.

Adapted from *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools*, Massachusetts Department of Education, 1986.

SURVEY: IS SEXUAL HARASSMENT A PROBLEM IN YOUR SCHOOL?

Please answer these questions as best you can.

1. Do you know of any instances of sexual harassment that have happened in this school? _______ yes _______no

   If yes, was the harassment between:

   _______students/students _______students/staff _______staff/staff

   How many instances have you heard of in the past year?

   _______one _______two to five _______six or more

2. Do you know of any student that has dropped a class or gotten a lower grade in a class because of sexual harassment? _______yes _______no

   How many instances have you heard of in the past year?

   _______one _______two to five _______six or more

3. Do you know of any staff member that has been denied a promotion, been fired, or quit due to sexual harassment? _______yes _______no

   How many instances have you heard of in the past year?

   _______one _______two to five _______six or more

4. In cases of sexual harassment that you are aware of, what did the victim do? (check all that apply)

   _____ignored it
   _____told harasser to stop
   _____went along with it
   _____ complained to school authorities (teachers, counselors, administrators)
   _____ complained to someone outside the school

5. In cases of sexual harassment that you are aware of having been reported to school authorities, what happened? (check all that apply)

   _____the charge was found to be true
   _____the charge was found to be false
   _____took action against the harasser
   _____took action against the victim
   _____ nothing happened
   _____ the charge is still being processed
   _____ do not know what happened

6. **In cases of sexual harassment that you are aware of, if the victim did nothing, why do you think she/he did nothing? (check all that apply)**

_____ did not know what to do
_____ didn't think it was necessary to report
_____ thought it would take too much time and effort
_____ thought it would make her/him uncomfortable in the school
_____ did not want to hurt the harasser
_____ was too embarrassed
_____ didn't know it was illegal
_____ thought it would be held against her/him

7. How widespread do you think sexual harassment is in this school?

_____ it goes on all the time
_____ it happens to a fair number of people
_____ it only happens to few people
_____ it doesn't happen

Please check the categories below that apply to you:

_____ male _____ female _____ student _____ staff member

Source: *Title IX Line*, Center for Sex Equity in Schools, Vol. IV, No. 1, Fall 1983.

WHAT DO YOU KNOW ABOUT SEXUAL HARASSMENT?

1. Sexual harassment affects ______% of the female work force.
2. Sexual harassment is a problem for female students in schools. Agree/disagree
3. Men harass women because they are young and attractive. Agree/disagree
4. Women of all races are equally subject to sexual harassment. Agree/disagree
5. Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment. Agree/disagree
6. In most sexual harassment cases, the woman invited the advance by her dress and behavior. Agree/disagree
7. Sexual harassment is just an interpersonal problem. Agree/disagree
8. Currently, adequate remedies exist to handle sexual harassment cases. Agree/disagree
9. Men are sexually harassed as often as women are. Agree/disagree
10. The best way for a person to handle sexual harassment is to ignore it. Agree/disagree
11. Sexual advances should only be considered sexual harassment if they are repeated. Agree/disagree
12. Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment. Agree/disagree
13. Sexual harassment has a major impact on business and people's lives. Agree/disagree

INSTRUCTIONS AND ANSWERS FOR "WHAT DO YOU KNOW ABOUT SEXUAL HARASSMENT?"

Purpose. To start students thinking about sexual harassment and its causes.

Time. 5 to 10 minutes for the questionnaire; discussion of alternatives will require more time.

Introducing the Unit. Sexual harassment can be introduced in the classroom either as a legal issue, a current event, or a social problem. (It is illegal in schools and workplaces. It is an issue that has been in the newspapers a lot recently. Surveys and reports from people who have been sexually harassed seem to indicate that it is a problem in almost all schools, colleges, and workplaces.)

Description of the Opening Activity. Pass out copies of the "Sexual Harassment Survey." Tell the students to answer on the basis of their initial reactions and not to put their names on the questionnaire; for the time being, it is just intended to raise some questions for them. After they fill it out, collect the questionnaires and indicate that the class will discuss them later. Keep a tally of the students' answers to compare if you decide to retest at the end of the unit.

Alternative or Additional Opening Activity

- Hand out an article on sexual harassment from a local newspaper or from a magazine for students to read and discuss.
- Show one of the videotapes listed in the resources section. Note: Most of these films require some preparation in order to provide a context for viewing them. For example, in earlier class sessions, the topics of violence or sex stereotyping might be discussed. Then these tapes might be useful transitions to the topic of sexual harassment. Preview the tape you choose in order to determine the ways in which the class could best relate to it.

Correct Responses to the Survey

1. Sexual harassment affects 88% of the female work force.

In a 1976 survey in *Redbook* magazine, 88% of the 9,000 respondents reported that they had experienced one or more forms of unwanted sexual advances on the job. In a 1980 random sample survey of the federal work force, the National Merit Systems Protection Board found that 42% of the women surveyed had experienced sexual harassment within the two years before the survey. This did not include harassment they had experienced earlier in their working lives and did not include women who had left their jobs due to sexual harassment. Therefore, it does not seem farfetched to think that 88% of working women may be sexually harassed at some time during their working lives. [A 1988 *Working Woman* magazine survey found that 90 percent of Fortune 500 companies had received sexual harassment complaints; one third had lawsuits filed against them; and 64 percent of their personnel officers said most complaints were valid. ("Sexual Harassment: What Is It and Why Should I Care?" Quality Work Environments Incorporated, Leawood, Kansas.)]

	Agree	Disagree
2. Sexual harassment is a problem for female students in schools.	☒	☐

Sexual harassment has been reported by significant numbers of high school women. It has detrimental effects on their emotional and social well-being, hampers their educational progress, and results in a denial of equality of educational opportunity.

3. Men harass women because they are young and attractive.	☐	☒

- Women experience sexual harassment regardless of their appearance, age, race, marital status, occupation, or socio-economic class. The diversity of women who reported sexual harassment in the 1980 Merit Board survey (including women of all ages, races, occupational categories, educational levels, and salary levels represented in the federal work force) demonstrates that sexual harassment is not caused by characteristics of victims.
- Sexual harassment must be distinguished from sexual attraction. As with rape, sexual harassment is an assertion of hostility and/or power expressed in a sexual manner; it is not an expression of attraction.

4. Women of all races are equally subject to sexual harassment.	☐	☒

Women of color may be more subject to sexual harassment than white women, even though all women are subject to sexual harassment. Racist assumptions such as the belief that black women are exposed to sexual activity at an early age, are more sensuous, and are not as upset by sexual harassment are not only examples of "blaming the victim" but also are myths that increase black women's vulnerability. In addition, women of color tend to be in the lowest paying and lowest status positions, which also increases their vulnerability and limits their options when they are harassed.

Agree **Disagree**

5. Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment. ☐ ☒

   Co-workers, clients, and customers can also harass women in the workplace. Clients and customers threaten to withdraw their business. Co-workers make work intolerable. Both complain to the boss—or already have the boss's support. Students can make school intolerable for their peers.

6. In most sexual harassment cases, the woman invited the advance by her dress or behavior. ☐ ☒

   - To repeat the point above, sexual harassment is not motivated by sexual attractiveness.
   - Of course women like to dress attractively; that does not mean that they want to attract everyone or that they are looking to be sexually harassed.
   - Often women are expected to act or dress seductively both to get and keep their jobs.
   - This is another example of "blaming the victim."

7. Sexual harassment is just an interpersonal problem. ☐ ☒

   - A firm "no" does not discourage all sexual harassment. Therefore, the problem cannot be "just a misunderstanding."
   - Legally it is the responsibility of schools and employers to address the problem—it is not just a "private" matter.

	Agree	Disagree
8. Currently, remedies exist to handle sexual harassment cases.	☒	☐
Section 118.13, Wis. Stats. and PI 9, Wis. Admin. Code prohibit harassment on the basis of sex, among other conditions. This statute and its administrative rule provide that every public school district adopt grievance procedures to be used in complaints of violation. If your school district does not have a complaint procedure in place, you may appeal to the State Superintendent, Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707.		
9. Men are sexually harassed as often as women are.	☐	☒
In the 1980 Merit Board survey, 15% of the men reported sexual harassment. Men consistently report fewer of the more serious forms of sexual harassment than women do. In addition, there is some question about whether men and women mean the same things when they report sexual harassment behaviors. For example, men's reports of sexual harassment seem to indicate that they may be flattered rather than upset by the situation.		
10. The best way for a person to handle sexual harassment is to ignore it.	☐	☒
Research indicates that sexual harassment that is ignored often escalates. It is important to take some action in order to let the harasser know that the attention is unwanted and to alert other people to the problem.		
11. Sexual advances should only be considered sexual harassment if they are repeated—that is, not if they are one-time occurrences.	☐	☒
A demand from a boss that a woman sleep with him in order to keep her job need only happen once to be sexual harassment. More ambiguous or subtle behaviors may be sexual harassment even if they only happen once if the person to whom they are directed cannot say no without fear of economic or educational consequences.		

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	Agree	Disagree
12. Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment. Even in the courts, it is the victim's perspective, not the harasser's, that matters.	☒	☒
13. Sexual harassment has a major impact on business and people's lives. The results of sexual harassment are extremely damaging to people and business. Careers are lost, self-confidence eroded, mental and physical health impaired, and millions of dollars are lost yearly on damages, legal fees, and absenteeism, turnovers, morale, and productivity. ["Sexual Harassment: What Is It and Why Should I Care?"]	☒	☒

HOSTILE HALLWAYS: THE AAUW SURVEY ON SEXUAL HARASSMENT IN AMERICA'S SCHOOLS

Girls

School girls are more frequently and more likely to be sexually harassed in school than boys:

- 85% of all girls surveyed report being sexually harassed (76% of boys).
- Two in three girls surveyed (66%) say they are harassed "often" or "occasionally" (49% of boys).

Girls are also more likely to experience non-physical and physical harassment:

- 76% of all girls say they have been the targets of sexual comments, jokes, gestures, or looks (56% of boys).
- 65% of all girls report having been touched, pinched, or grabbed in a sexual way (42% of boys).
- 13% of girls say they have been forced to do something sexual other than kissing (9% of boys).

Girls are more likely than boys to be sexually harassed in public places:

- 73% of girls who have been harassed report being harassed in hallways (58% of boys).
- 65% of girls who have been harassed report experiencing harassment in classrooms (44% of boys).

Although girls are commonly harassed by other students, a disturbing one in four (25%) girls who have been harassed report that they were harassed by a teacher or other school employee.

Harassment has an exceedingly negative effect on girls' academic participation and performance:

- One-third (33%) of all girls who have been sexually harassed report not wanting to go to school as a result of the harassment (12% of boys).
- 32% of harassed girls report that they do not want to talk as much in class (13% of boys).
- 28% of girls who have been harassed say it is harder for them to pay attention in class (13% of boys).

- 23% of harassed girls report having received lower grades on papers and tests (9% of boys).

- One in five (20%) girls who have been harassed say they have received a lower grade in class (6% of boys).

Sexual harassment has a significant impact on girls' emotions and their feelings about themselves:

- 70% of girls who were harassed say the experience made them "very" or "somewhat upset" (24% of boys).

- Over half (52%) of girls who were harassed say that harassment caused them to feel self-conscious (21% of boys).

- 43% of harassed girls say that they feel less confident about themselves (14% of boys).

- One in four girls say that harassment made them confused about who they are compared to one in ten boys.

Girls who have been harassed at school tend to try to avoid it happening again, even if it means restricting their choices of where to go or who to be with:

- 69% of harassed girls report trying to avoid their harasser at school (27% of boys).

- One-third (34%) of girls who have been harassed avoid a particular area of their school or school grounds (12% of boys).

- 31% of harassed girls have moved to a different seat in class (12% of boys).

- 17% of harassed girls have given up their sports or extracurricular activities because of harassment (6% of boys).

- 14% of harassed girls have changed their routes to school and even their group of friends to avoid harassment (6% of boys).

Although girls are usually the targets of sexual harassment:

- 52% of girls admit to having sexually harassed someone in their school life.

- Of the girls that admit to sexually harassing someone at school 98% say that they, themselves, had been the targets of sexual harassment.

Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools

Boys

76% of all boys report that they have been sexually harassed at least once during their school life:

- Over half (56%) of all boys surveyed have been the target of sexual comments, jokes, gestures, or looks.
- 42% have been touched, grabbed or pinched in a sexual way.
- 9% have been forced to do something sexual other than kissing.

Boys are more likely than girls to be sexually harassed in less public places, like locker rooms and restrooms:

- 24% of harassed boys were harassed in the locker room.
- At 14%, boys are twice as likely as girls (7%) to be harassed in restrooms.

The most common harasser of boys is a girl student.

- 57% of boys who have experienced harassment report that they were harassed by a girl acting alone.
- 35% of boys who were harassed were harassed by a group of girls.
- 25% of boys who have been harassed were targeted by another boy.
- 10% of boys who have been sexually harassed report that they were harassed by a teacher or other school employee.

Although boys who have been harassed are much less likely than girls to stop going to school, attending classes, or participating in school activities, harassment does have an impact on them in these areas. More than one in ten harassed boys report:

- they do not talk as much in class because of harassment (13%).
- harassment has made it harder for them to pay attention in school (13%).
- they do not want to go to school because of harassment (12%).

Boys are less likely than girls to experience emotional problems due to harassment. But sexual harassment does have a significant negative impact on some boys:

- 36% of boys who were harassed say the experience embarrassed them.
- 14% of harassed boys report feeling less sure or less confident about themselves.
- Over one in five harassed boys (21%) say they are more self-conscious at school.

Boys are far less likely than girls to tell someone that they have been sexually harassed:

- 27% of harassed boys report that they told no one, not even a friend, about harassment.

Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools

Minorities

Sexual harassment is a problem common to a vast majority of African American and Hispanic girls and boys in grades 8 through 11. It affects:

84% of African American girls	82% of Hispanic girls
81% of African American boys	69% of Hispanic boys

African American girls are more likely to be harassed by a school adult than white or Hispanic girls:

- Among girls who have been harassed, 33% of African American girls have been harassed by a school adult compared with 25% white and 17% Hispanic girls.

Sexual harassment hurts the educational experience of African American girls more than their white and Hispanic counterparts:

- 39% of African American students who have been harassed report they do not want to attend school because of sexual harassment, compared to 33% of whites and 29% of Hispanics.

- African American (44%) and Hispanic (35%) girls are more likely than their white peers (30%) to not want to talk as much in class as a result of harassment.

- A larger percentage of African American girls (28%) say sexual harassment has caused them to receive lower grades on a test or paper than Hispanic (23%) and white (22%) girls.

- Nearly one in 10 African American girls say harassment has caused them to wonder if they had what it takes to graduate from high school.

African American girls and boys are more likely to have experienced physical forms of sexual harassment than whites:

- In all seven categories of physical harassment, African American boys have experienced higher rates of harassment than white and Hispanic boys.

- African American girls have experienced higher rates of harassment than white or Hispanic girls.

- 68% of all African American girls have been touched, grabbed or pinched in a sexual way.

- African American girls (64%) and boys (49%) report having been intentionally brushed up against in a sexual way, compared with white girls (58%) and boys (34%) and Hispanic girls (49%) and boys (29%).

- 48% of all African American girls have been blocked or cornered in a sexual way.

- Nearly one in five African American boys report having been forced to do something sexual other than kissing, more than any other gender/racial group.

The emotional and behavioral effects of sexual harassment on minority girls and boys are significant:

- High percentages of African American girls report that sexual harassment has made them doubt whether they can have a happy romantic relationship. 38% of African American girls who have been harassed reported this compared with 33% of Hispanic and 27% of white girls.

- Hispanic boys and girls who have been harassed are more likely than whites and African Americans to feel confused about who they are as a result of being sexually harassed.

- African American and Hispanic girls who have been harassed are far more likely than white girls to change their group of friends as a result of harassment: 25% of African American girls and 20% of Hispanic girls, compared with 12% of white school girls.

- Hispanic (27%) and African American girls (22%) who have been harassed are more likely to give up a particular activity or sport due to harassment than white girls (16%).

Source: American Association of University Women Educational Foundation, 1111 Sixteenth Street N.W., Washington, DC 20036; 202-785-7700; FAX: 202-872-1425; TDD: 202-785-7777, June 2, 1993.

SEXUAL HARASSMENT WORKSHOP FOR ADULTS

Outline

1. **Introductions and workshop objective.** **15 minutes**

Have someone from the school introduce you and give some information about your background. You should be introduced by the district superintendent, school principal, or other key staff leader. That will reinforce the message that the school administration takes the sexual harassment issue seriously. After you are introduced, give some general information about AAUW, the AAUW Educational Foundation, and the Initiative for Educational Equity.

Display and briefly go over the agenda for the workshop. Post the newsprint or display the transparency on which you have listed the workshop objectives and review them with the participants.

Workshop Objectives

- To learn to recognize sexual harassment and to understand why it happens.
- To learn about the extent and impact of sexual harassment in schools.
- To learn what you should do if you see or experience sexual harassment in your school.

2. **Define sexual harassment.** **15 minutes**

Show the newsprint or transparency on which you have written the definition of sexual harassment. Review and discuss the definition.

Sexual Harassment Definition

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

a. submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement or of a student's participation in school programs or activities; or

b. submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student; or

c. such conduct has the purpose or effect of unreasonably interfering with an employee's or student's performance or creating an intimidating, hostile, or offensive work or learning environment.

As you discuss the definition of sexual harassment, be sure to make the following points.

- Sexual harassment is a form of sex discrimination. It results from treating people in a particular way because of their sex.

- Sexual harassment is illegal under Title IX of the 1972 Education Amendments (which covers students and school employees) and under Title VII of the 1964 Civil Rights Act (which covers employees). **Add information about laws covering sexual harassment in your state.** Mention the school's policy against sexual harassment, and say that it will be discussed later in this workshop.

- Two key words to remember in thinking about sexual harassment are "unwelcome" and "unwanted." Behavior and comments that might be considered okay by one person may not be acceptable to another. If the person on the receiving end of an action or comment believes it to be unwanted sexual harassment—then that is what it is.

3. **Identifying sexual harassment.** **26 minutes**

Agree/Disagree Quiz (10 minutes)—

Distribute the Agree/Disagree Quiz and give participants a few minutes to mark their answers.

Review Quiz (15 minutes)—

Go over each question on the quiz, asking participants to raise their hands to indicate how they responded. After they have answered, give the correct answer with the appropriate reason as set out on the answer guide (enclosed). On questions where there are a lot of "wrong" answers, ask a few people to explain why they responded as they did.

4. **Why sexual harassment happens.** **20 minutes**

Make the following points about the rates and causes of sexual harassment.

- Both females and males can be sexually harassed, but girls and women are more likely than boys and men to experience harassment. Studies of the workplace show that women experience sexual harassment three times as often as men. AAUW's survey on sexual harassment in schools found that two-thirds of the girls but a little less than half of the boys experienced harassment often or occasionally.

- Sexual harassment is not about sex. It's about people who use their power to get something that they want. Because men are more powerful than women in our society, women are more likely than men to be sexually harassed.

Display the following causes of sexual harassment on an overhead transparency or newsprint and discuss each one with the group.

Causes of Sexual Harassment

- Sexual harassment can result from communication problems.

  Discussion: Sometimes a person who is being sexually harassed is too upset or confused to say anything to the harasser. When people are talked to or treated in ways that make them uncomfortable, they may not be believed when they say they do not like it and want the harasser to stop. Often in our society, we don't believe that "no" means "no"—particularly when a female says no to a male.

  Sexual harassment occurs when people do not respect each others' feelings or pay attention to the way others respond to their actions or comments.

- Sexual harassment can result from a need to conform to society's expectations and stereotypes.

  Discussion: The messages that our students get from movies, music, TV, parents, friends, and sometimes from all of us give them stereotypes of what a man or a woman "should" look like and how they "should" behave.

  We need to help our students understand that stereotypes don't take into consideration the fact that every person is a whole human being. Every woman and girl, every man and boy, is an individual and no two individuals think or behave in exactly the same way.

  We need to recognize that society's stereotypes encourage students to behave in particular ways. Boys may feel that to be considered masculine, they have to act tough and be aggressive and put down girls. Girls may think they have to accept any treatment they get from boys because it is not feminine to object to something a male says or does, or because they don't think that girls deserve respect.

- Sexual harassment can result from an abuse of power.

  Discussion: Sometimes people will harass others simply because they know they can! If a person is in a position of power (a boss to an employee, a teacher to a student, a male to a female, a senior to a freshman), sexual harassment can be one way to show that power.

  There are power relationships among groups of students in every school. Students who are viewed as popular, who excel in an area like sports or drama, or who are physically strong and imposing can have power over other students. Sometimes they use that power to sexually harass others.

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Ask the group if they can think of other reasons that someone might sexually harass others. Does it seem to be an accepted part of life in their school? Do they think students are pressured to sexually harass others by their friends?

BREAK **20 minutes**

5. **Does sexual harassment happen here?** **20 minutes**

AAUW Survey Results (5 minutes)—

Display and review eight to ten of the most compelling statistics from the AAUW Educational Foundation sexual harassment survey. Focus on information related to incidents and effects of harassment.

Harassment in Your School (15 minutes)—

Ask workshop participants whether the findings of the AAUW survey seem accurate to them. Do they think the kind of harassment reported by survey respondents happens in their school? Does harassment happen about as often as reported in the survey? In what areas do the survey findings seem different from what they see in their school?

6. **How would you handle harassment?** **30 minutes**

Small Groups (20 minutes)—

Divide participants into small groups of six to eight; give each group newsprint, markers, and tape; and ask them to choose a recorder and a reporter. Ask them to make a list of what they think they would do if they saw a student harassing another student. After a few minutes, ask them to list what they would do if a student told them that she or he was being harassed. Then ask them to list what they would do if they saw another school employee harassing a student. Give them a few minutes; then ask them to make a list of what they would do if they were sexually harassed.

Small Group Reports (10 minutes)—

Ask the reporter for each group to give the full group three of the items from each of the small group's lists.

7. **Review school policy and procedures.** **25 minutes**

Distribute the school's sexual harassment policy and procedures for reporting sexual harassment. Review the policy and procedures with the participants and discuss any questions they have.

Make sure workshop participants understand that they have a responsibility to take action if they see or hear about harassment. If someone tells them about sexual harassment and they are uncomfortable dealing with the issue themselves, they should make sure they know where they should direct a student or co-worker for more help.

8. **Evaluate the workshop.** **10 minutes**

Tell the workshop participants that you want their feedback on the session. First, ask them what they especially liked and found helpful in the workshop. List their responses on newsprint. Then ask what they would change about the session. Put those responses on newsprint, too.

Thank the group for their participation and contributions. As people leave the workshop, hand out a sexual harassment resource list that includes written resources and information about who to contact in the school district regarding sexual harassment. Give them an AAUW membership brochure with local contact information—and let them know you would be happy to accept checks for membership on the spot!

Source: American Association of University Women Educational Foundation, 1111 Sixteenth Street N.W., Washington, DC 20036; 202-785-7700.

AGREE/DISAGREE QUIZ

The following statements represent varying facts, opinions, and perspectives on sexual harassment in schools. In the margin to the left, circle either **Agree (A)** or **Disagree (D)** to indicate your answer.

Agree	**Disagree**		
A	D	1.	If a girl dresses or behaves "properly" she will not be the target of unwanted sexual advances at school.
A	D	2.	More and more girls are filing false charges of sexual harassment.
A	D	3.	Most girls enjoy getting sexual attention at school.
A	D	4.	Sexual harassment is a problem in schools.
A	D	5.	A firm "NO" is enough to discourage sexual harassment.
A	D	6.	A little harmless sexual teasing and joking makes the school day fun.
A	D	7.	Good teachers will know if sexual harassment is occurring in their classrooms.
A	D	8.	Sexual harassment can occur between people of the same sex.
A	D	9.	Most sexual harassment cases are reported.
A	D	10.	Only people in formal positions of authority—such as teachers, principals, and bosses—commit sexual harassment.
A	D	11.	The best way to handle sexual harassment is to ignore it.
A	D	12.	Both the accuser and the harasser must think of the behavior as sexual harassment before it can be considered illegal.

This quiz was adapted from a quiz developed by the Minnesota Department of Education.

Source: American Association of University Women Educational Foundation, 1111 Sixteenth Street N.W., Washington, DC 20036; 202-785-7700.

AGREE/DISAGREE QUIZ—ANSWER GUIDE

The following are the correct responses to the Agree/Disagree Quiz and explanations of each response.

1. **Disagree:** This thinking is a myth that perpetuates the "blame the victim" mentality. Girls may dress seductively because of social conditioning to be a "sex object." Less seductive dress does not prevent sexual harassment any more than dressing seductively causes it.

2. **Disagree:** Very few false charges are made. In fact, the majority of girls do not file a charge or complain if they are harassed. Discussing sexual harassment is embarrassing, and people who report harassment say that doing so evokes many of the same bad feelings as being harassed. It is worth noting that filing a false charge of sexual harassment would in itself be sexual harassment.

3. **Disagree:** Most girls feel uncomfortable with sexual attention at school and would rather receive attention crediting them for their academic record or other achievements.

4. **Agree:** AAUW's nationwide survey of 8th-11th graders found that 80 percent of the students had experienced sexual harassment. Two-thirds of the female and almost half of the male respondents said they had been harassed often or occasionally.

5. **Disagree:** While it is important to convey clearly your feelings about unwanted sexual attention, it does not always stop the harassment. It is difficult to say "no" to a teacher, coach, bully, and popular kids. A person who complains about sexual harassment is often rejected by other student and labeled a troublemaker. Our society still perpetuates the myth that "no," particularly from a girl, means "maybe" or "yes."

6. **Disagree:** Whether teasing and joking are "harmless" is a matter of opinion, but remember: sexual harassment is "in the eye of the beholder," so what is harmless, flirtatious, and fun to one person may be offensive to another.

7. **Disagree:** Most sexual harassment occurs in classrooms—especially girls being harassed. The teacher may realize that something is happening because of behavior changes, lowered grades, etc., but may not know that the changes are due to sexual harassment. Sexual harassment can be very subtle and hard to detect. Or the teacher may believe that harassment is occurring, but may not know how to respond or may just accept it as a part of school life.

8. **Agree:** In AAUW's nationwide sexual harassment survey, both girls and boys reported that they had been harassed by people of their own sex, as well as the opposite sex.

9. **Disagree:** People who report sexual harassment—like people who report sexual assault—are often met with ridicule, hostility, and doubt. And, like rape survivors, they are often blamed for bringing it on themselves. The result is that few report when they are harassed.

10. **Disagree:** According to the AAUW survey, more than 80 percent of the sexual harassment that students experience in school is by other students.

11. **Disagree:** Sexual harassment that is ignored tends to escalate. It is important to inform the harasser that the attention is unwanted.

12. **Disagree:** It is only the perspective of the person who is harassed that determines illegality.

This quiz and answer guide were adapted from a quiz and answer guide developed by the Minnesota Department of Education; reprinted from American Association of University Women Educational Foundation, 1111 Sixteenth Street N.W., Washington, DC 20036; 202-785-7700.

A SAMPLE SCHOOL POLICY ON SEXUAL HARASSMENT

I. POLICY

A. It is the policy of the __________________ Public Schools to maintain a learning and working environment that is free from sexual harassment. No employee or student of the district shall be subjected to sexual harassment.

B. It shall be a violation of this policy for any member of the __________________ Public Schools staff to harass another staff member or student through conduct or communications of a sexual nature as defined in Section II. It shall also be a violation of this policy for students to harass other students or staff through conduct or communications of a sexual nature as defined in Section II.

C. Each administrator shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and board policy and procedures governing sexual harassment within her or his school or office.

D. Violations of this policy or procedure will be cause for disciplinary action.

II. DEFINITION

A. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1) submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement or of a student's participation in school programs or activities; or

2) submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student; or

3) such conduct has the purpose or effect of unreasonably interfering with an employee's or student's performance or creating an intimidating, hostile, or offensive work or learning environment.

B. Sexual harassment, as set forth in Section 11A, may include, but is not limited to, the following:

- verbal harassment or abuse
- pressure for sexual activity

- repeated remarks with sexual or demeaning implications
- unwelcome touching
- sexual jokes, posters, etc.
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, job, etc.

III. PROCEDURES

A. Any person who alleges sexual harassment by a staff member or student in the school district may use the procedure detailed in the ______________ School District Grievance Procedure or may complain directly to his or her immediate supervisor, building principal, or district Title IX coordinator. Filing a grievance or otherwise reporting sexual harassment will not reflect upon the individual's status, nor will it affect future employment, grades, or work assignments.

B. The right to confidentiality, for both the accuser and the accused, will be respected consistent with the school district's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

IV. SANCTIONS

A. A substantiated charge against a staff member in the school district shall subject that staff member to disciplinary action, up to and including discharge.

B. A substantiated charge against a student in the school district shall subject that student to disciplinary action, which may include suspension or expulsion, consistent with the student discipline code.

V. NOTIFICATION

Notice of this policy will be circulated to all schools and departments of the ______________ Public Schools and incorporated in teacher and student handbooks. Training sessions on this policy and the prevention of sexual harassment shall be held for teachers and students in all schools on an annual basis.

Sources: Equal Employment Opportunities Commission (EEOC), Minnesota Department of Education; and Programs for Educational Opportunity (PRO), University of Michigan, Ann Arbor, Michigan.

Reprinted from: American Association of University Women Educational Foundation, 1111 Sixteenth Street N.W., Washington, DC 20036; 202-785-7700.

SEXUAL HARASSMENT RESOURCES

Secrets in Public: Sexual Harassment in Public (and Private) Schools, by Nan Stein.
Working Paper #256, $7.00. CALL: (617) 283-2510
Wellesley College FAX: (617) 283-3645
Publications Department at the Center for
Research on Women
Wellesley, MA 02181-8259

No Laughing Matter: High School Students and Sexual Harassment, a 25-minute videotape.
(1982) $25.00. CALL: (617) 770-7508
Massachusetts Department of Education
ATTN: Bureau of Educational Technologies
1385 Hancock Street
Quincy, MA 02169-5183

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools: A Curriculum and Guide for School Personnel.
(1986) Free. CALL: (617) 770-7545
Massachusetts Department of Education
ATTN: Bureau of Equity and Language Services
1385 Hancock Street
Quincy, MA 02169-5183

It's Not Fun - It's Illegal: The Identification and Prevention of Sexual Harassment to Teenagers, a curriculum.
(1988) Free. CALL: (612) 297-2792
Minnesota Department of Education
522 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Tune In To Your Rights: A Guide for Teenagers about Turning Off Sexual Harassment.
(1985) $3.00. CALL: (313) 763-9910
P.E.O. FAX: (313) 963-1229
1005 School of Education
University of Michigan
Ann Arbor, MI 48109-1259

Sexual Harassment in Employment and Education, a manual.
(1992) $15.00. CALL: (206) 682-9552
Northwest Women's Law Center
119 South Main Street, Suite #330
Seattle, WA 98104-2515

Sexual Harassment and Teens, a manual.
(1992) $17.95. CALL: (612) 338-2068
Free Spirit Publishing Inc.
400 First Avenue North, Suite #616
Minneapolis, MN 55401

Preventing Teen Dating Violence - Three Session Curriculum for Teaching Adolescents; and *Peer Leader Training Manual.* Both by Carol Sousa, Lundy Bancroft, and Ted German. Published by Dating Violence Instruction Project.
(1986) $15.00 & $10.00. CALL: (617) 868-8328
C/O Transition House
P.O. box 530, Harvard Square Station
Cambridge, MA 02238

Sexual Harassment in the Educational Environment, 264-page resource. Edited by Dan H. Wishnietsky.
(1992) $25.00. CALL: (812) 339-1156
Phi Delta Kappa
P.O. Box 789
Bloomington, IN 47402-0789

Subtle Sexual Harassment, The Issue is Respect & Management's New Responsibilities.
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1300 Dexter Avenue North
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Crossing the Line, Sexual Harassment Among Students.
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Sexual Harassment What Is It and Why Should I Care?
(1992) $395.00 CALL: (913) 469-1155
Quality Work Environments, Inc.
P.O. Box 1945
Manhattan, KS 66502-0023

Sexual Harassment: Minimize the Risk, 3 videos
Sexual Harassment: Pay Attention, 2 videos
Sexual Harassment in Our Schools, 1 video
Entire package, including training materials
(1993) $1350 CALL: (805) 683-8889
McGrath Systems
5901 Encina Rd., Suite C-5
Santa Barbara, CA 93117

"Sexual Harassment in Elementary and Secondary Education". Biklen, S.K., Pollard, D. (Eds.), and Nan Stein, *Gender Equity and Education*. 1993. Chicago, IL: National Society for the Study of Education, yearbook 1993. (forthcoming)

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School -to- Work Transition, the Fair Labor Standards Act, & Child Labor Laws

An Overview

Laura L. Love
Arizona Department of Education
Exceptional Student Services

Applying the
FAIR LABOR STANDARDS ACT
When Placing Students into Community-Based Vocational Education

A Trainer's Manual

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Relationship of the FLSA to Federal Initiatives for Community-based Vocational Education

The relationship of the Fair Labor Standards Act (FLSA) to the array of federal initiatives supporting vocational education and employment is immense. Educators and other professionals are required under several federal laws to provide vocational education and employment skill development to youth and adults. Embedded in each of these federal laws is a focus on employment preparation of a targeted audience, while concurrently protecting the rights of individuals with disabilities and/or disadvantages to have access to opportunities afforded to the general population. The FLSA governs the types of training and employment opportunities for youth, particularly with regard to hours worked, allowable occupations, and wage payments. Following is a brief description of each of these federal laws which emphasize employment preparation through participation in vocational education, vocational training and employment skill development.

FAIR LABOR STANDARDS ACT (FLSA)

Congress enacted the FLSA in 1938, after finding "the existence, in industries engaged in commerce or in the production of goods for commerce, of labor conditions detrimental to the maintenance of the minimum standard of living necessary for health, efficiency, and general well-being of workers." The Fair Labor Standards Act of 1938, as amended, sets minimum wage, overtime pay, equal pay, recordkeeping, and child labor standards for employees who are covered by the Act and are not exempt from specific provisions. The administration and enforcement of the Fair labor Standards Act (FLSA) and related statutes is the responsibility of the U.S. Department of Labor (DOL). Within DOL, the Wage and Hour Division of the Employment Standards Administration has authority for the FLSA. The Wage and Hour Division issues rules, regulations, and interpretations under the FLSA and conducts inspections and investigations to determine compliance with the Act.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The Individuals with Disabilities Education Act (IDEA), formerly known as the Education of the Handicapped Act (EHA), was signed into law in October 1990. The most significant amendments of the IDEA are the requirements for transition services for students by age 16. The IDEA defines transition services as "a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation."

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

The Carl D. Perkins Vocational and Applied Technology Education Act emphasizes program improvement in vocational education including, support services to special populations. Programs funded with Carl Perkins monies must provide equal access for students with disabilities and other special populations in the areas of recruitment, enrollment, and placement. Information indicating the opportunities available in vocational education, placement services, and vocational and employment services must be provided, by the ninth grade, to students and parents by school districts. Districts provide trained counselors, in conjunction with other appropriate staff, for students with disabilities to assist in career planning and vocational programming by ninth grade, and in planning the transition from school to work. Districts must also assess their programs and their students' completion of vocational programs in integrated settings, and must ensure that supplementary services are made available to all students with disabilities including modifications in curriculum, equipment, classrooms, support personnel, and instructional aides and devices.

JOBS TRAINING PARTNERSHIP ACT

The Job Training Partnership Act (JTPA) was established by 1982, replacing the Comprehensive Employment and Training Act (CETA). The goal of the JTPA is to train and place individuals who are economically disadvantaged in the labor market. This is a joint venture between the public and private sector, which is administered through the Governor's office in each state. JTPA programs offer an array of employment-related services including job recruiting; counseling in basic work skills; on-the-job training; programs to develop work habits; and assistance with the transition from education to work.

The Job Training Reform Amendments were signed into law in September 1992. The amendments provide youth and adults with disabilities expanded opportunities to participate in a variety of training and employment programs. The JTPA provides monies to local school consortia projects on a competitive basis which target at-risk students, students with disabilities, low income and minority students. Students served in a JTPA program have a written employment/education development plan determined by the local Private Industry Council's work competency plans. The new amendments promote the importance and availability of transition services, stating "it is the purpose of the programs assisted under this part to...assist youth in addressing problems that impair (their) ability to make successful transition from school to work, apprenticeship, the military, or postsecondary education and training."

SCHOOL-TO-WORK OPPORTUNITIES ACT

The newest federal employment initiative was signed into law in 1994. The School-To-Work Opportunities Act promotes a system containing three core elements known as School-Based Learning, Work-Based Learning, and Connecting Activities. School-Based Learning is classroom instruction based on high academic and occupational skill standards. Work-Based Learning is work experience, structured training and mentoring at job sites. Connecting Activities develop courses that integrate classroom and on-the-job instruction, match students with participating employers, train job-site mentors and build and maintain bridges between school and work.

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REHABILITATION ACT

The purposes of the Rehabilitation Act of 1973 are to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society through comprehensive and coordinated state-of-the-art programs of vocational rehabilitation; independent living centers and services; research; training; demonstration projects; and the guarantee of equal opportunity. The Rehabilitation Act of 1973 was reauthorized starting in 1992. The amendments adopted the IDEA's definition of transition services and required state rehabilitation agencies to establish policies and procedures to facilitate the transition of youth with disabilities from school to the rehabilitation service system.

The Vocational Rehabilitation division established in each state by the Rehabilitation Act provides vocational rehabilitation services to interested and eligible individuals who (1) have the presence of a physical or mental impairment which constitutes or results in a substantial impediment to employment; and (2) the individual requires vocational rehabilitation services to prepare for, enter, engage in, or retain gainful employment.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act of 1990 ensures that people with disabilities, including students, have equal access to employment, transportation, public accommodations, and telecommunications. To provide access, reasonable accommodations must be made in employment; new public transit vehicles must be accessible or paratransit service provided; auxiliary aids and services must be provided by businesses and public services to enable a person with a disability to use and enjoy the goods and services available to the public; and telephone companies must offer telecommunications devices for the deaf or similar devices.

☞ *Each of these federal laws emphasize the importance of providing youth and adults with skills leading to employment. The Fair Labor Standards Act is the overarching federal legislation which regulates the training and employment opportunities supported by these federal laws by establishing minimum wage, overtime pay, recordkeeping requirements, and child labor.* ☜

Applicable Federal & State Wage/Hour Laws

Section 3(s)(1) of the FLSA stipulates that all schools are covered by the FLSA provisions regardless of whether or not such school is public or private or operated for profit or not for profit. The Wage and Hour Division (Wage-Hour) administers and enforces the FLSA with respect to private employment, including school employment. Covered nonexempt workers, including students, are entitled to a minimum wage of not less than $4.25 an hour. Students and/or their parents may not waive the right to wages.

State labor regulations apply as well. The more stringent of labor requirements is the one which must be followed. More detailed information on state labor law is available from local offices of the Department of Labor, which are listed in most telephone directories under State government.

In addition to the FLSA, Wage-Hour enforces and administers a number of other labor laws. Among these are:

The Davis-Bacon and Related Acts
Requires payment of prevailing wage rates and fringe benefits on federally-financed or assisted construction.

The Walsh-Healey Public Contracts Act
Requires payment of minimum wage rates and overtime pay on contracts to provide goods to the Federal Government.

The Service Contract Act
Requires payment of prevailing wage rates and fringe benefits on contracts to provide services to the Federal Government.

The Contract Work Hours and Safety Standards Act
Sets overtime standards for service and construction contracts.

The Immigration and Nationality Act
Wage-Hour is authorized to review the Immigration and Naturalization Service forms (I-9) required under the Act. Employers must verify the employment eligibility of all individuals hired after 11/6/86, and must keep I-9s on file for at least 3 years and for one year after employee is terminated.

The Wage Garnishment Law
Limits the amount of an individual's income that may legally be garnished and prohibits the firing of an employee whose pay is garnished for payment of a single debt.

The Employee Polygraph and Protection Act
Prohibits most private employers from using any type of lie detector test either for pre-employment screening of job applicants of for testing current employees during the course of employment.

The Family and Medical Leave Act (FMLA)
Enacted in February 1993, this Act entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave each year for specified family and medical reasons.

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The Fair Labor Standards Act

The Fair Labor Standards Act establishes a general minimum hourly wage rate for those employees who are within its coverage and not exempt from its requirements. It also provides for equal pay regardless of sex and the establishment of minimum wage rates lower than the federal standards for certain classes of employment. Except for the child labor restrictions, the FLSA does not impose any general limitation on the number of hours that may be worked by employees covered under the Act. Instead, the Act seeks to limit the number of hours worked by requiring additional pay (overtime pay) for hour worked in excess of the established 40-hour maximum.

COVERAGE

Employers

Initially, the Fair Labor Standards Act applied only to private employers directly engaged in commerce. Government employees were added to FLSA coverage by amendments to the Act in 1966 and 1974.

Employers (enterprises) covered by the FLSA include

a. an enterprise who gross volume of sales/business per year is not less than $500,000;
b. a residential care facility or hospital which cares for physically, mentally ill, disabled or elderly individuals;
c. a school for children who are mentally disabled, physically disabled or gifted;
d. a preschool, elementary or secondary school;
e. an institution of higher education;
f. a public agency (e.g., governmental agency - federal, state, local, county, city, tribal, public schools); and
g. joint employment [Students may be employed jointly by two or more employers (i.e., schools who refer, place, and train students in a business which receives a benefit). In this event all joint employers are responsible both individually and jointly for compliance with provisions of the FLSA.].

Employees

The basic requirements of the FLSA apply to employees engaged in interstate commerce or in the production of goods for interstate commerce, and also to employees in certain enterprises which are so engaged. Not all employees are affected by the FLSA. Certain employees are not covered by the Act, and are referred to as non-covered employees. Examples of non-covered employees include elected officials and their personal staff, political appointees, and legal advisors; bonafide volunteers; independent contractors; and prison laborers. Other employees, while covered by the FLSA, are exempted by certain provisions of the Act, and are referred to as exempt employees. Examples of exempt employees include executive, administrative, professional employees, certain seasonal recreational employees, and others.

EMPLOYMENT RELATIONSHIP

For the Fair Labor Standards Act to apply to a person engaged in work which is covered by the Act, an employer-employee relationship must exist. The Supreme Court has held that there is "no definition that solves all problems as to the limitations of the employer-employee relationship" under the Act. The Supreme Court has also held that determination of the relation cannot be based on "isolated factors" or upon a single characteristic or "technical concepts," but depends "upon the circumstances of the whole activity" including the underlying "economic reality." Generally, an employee, as distinguished from an independent contractor engaged in a business of his own, is one who "follows the usual path of an employee" and is dependent on the business which he serves. The factors which the Supreme Court has upheld as significant, although no single factor is regarded as controlling, are:

① the extent to which the services in question are an integral part of the employer's business;
② the permanency of the relationship;
③ the amount of the alleged contractor's investment in facilities and equipment;
④ the nature and degree of control by the principal;
⑤ the alleged contractor's opportunities for profit and loss; and
⑥ the amount of initiative, judgment, or foresight in open market competition with others required for the success of the claimed independent enterprise.

Unpaid Work Experience Under the FLSA

Public schools are regulated by the U.S. Department of Labor since a court ruling in 1985. A student is entitled to be paid for ***work*** at a minimum wage of $4.25 per hour. State labor regulations may apply as well; the higher standard is the one which applies. There has been considerable controversy regarding **unpaid** training, volunteers, and in-school placements. The following can be used as sources of reference.

There are three circumstances by which a student does not have to be paid because an employment relationship does not exist. These are (1) "trainee," (2) "volunteer," and (3) "in-school placements." All but "in-school placements" have rather stringent requirements which must be met so that the student does not have to be paid. Students and/or their parents may not waive their right to wages.

TRAINEE

Six Trainee Criteria Determining a Non-Employment Relationship

To determine whether a student is entitled to wages as opposed to being an unpaid trainee, as in a work exploration program, there are six criteria used which determine the existence of an "employment relationship." **If all six of the following criteria apply, the trainees or students** (including individuals participating in school-to-work programs, internships, transition, vocational education, work experience, etc) **are NOT be considered to be employees within the meaning of the Fair Labor Standards Act (FLSA):**

① The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school *(a curriculum is followed, the students are under continued and direct supervision by either representatives of the school or by employees of the business)*;

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② The training is for the benefit of the trainees or students, and such placements are not made to meet the labor needs of the business;

③ The trainees or students do not displace regular employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.

④ The employer that provides the training derives no advantage from the activities of the trainees or students, and on occasion his or her operations may actually be impeded;

⑤ The trainees or students are not necessarily entitled to a job at the conclusion of the training period *(Once a student has become an employee, the student cannot be considered a trainee at the particular community-based placement unless in a clearly distinguishable occupation)*; and

⑥ The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

The Department of Labor has always considered work performed as part of an evaluation period or training program to be compensable. This is made clear in the FLSA definition of "employ" - "to suffer or permit to work" - which states that an employment relationship "does not depend upon the level of performance or whether the work is of some therapeutic benefit." This position conforms to various court decisions regarding the employment relationship under the FLSA.

It is important to understand that an employment relationship will exist unless **all of the above six criteria** described in this guidance are met. Should an employment relationship be determined to exist, participating businesses (as well as the school) may be held responsible for full compliance with the FLSA, including the minimum wage and child labor provisions. Also, Wage-Hour may supervise payment of back wages and/or civil money penalties.

Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the FLSA. Whenever an employment relationship is established, the school or employer may make use of the federal subminimum wage provisions (such as the full-time student certificate or the special education/school work experience program certificate) provided pursuant to Section 14(c) of the Act.

ILLUSTRATION

1. In a hospital, a student shadowing a nurse, following and observing, but NOT helping.
2. In a supermarket, a student does simulated work such as practicing ringing-up baskets of groceries (collected by other students or the teacher), making change, learning assorted transactions and returning groceries to the shelves. Nothing was sold to actual customers.
3. A student entering worthless data on a company computer which is not used to conduct business.

DOCUMENTATION

Document the following items in a written training agreement signed by all parties including the student, parent/guardian, school district representative, and employer:

- ☐ The training is similar to that which would be given in a vocational school, even though it includes actual operation of the facilities of the employer. ✔ A curriculum is followed. ✔ The students are under continued and direct supervision by either representatives of the school or by employees of the business.
- ☐ The training is for the benefit of the student. ✔ The placement is not made to meet the labor needs of the employer.
- ☐ The students do not displace regular employees. ✔ Vacant positions have not been filled. ✔ Employees have not been relieved of any assigned duties. ✔ The student is not performing services that, although not ordinarily performed by employees, are clearly of benefit to the business.
- ☐ The employer that provides the training derives no advantage from the activities of the students. ✔ On occasion the employer's operation may actually be impeded.
- ☐ The students are not necessarily entitled to a job at the conclusion of the training period.
- ☐ The employer and the student understands that the student is not entitled to wages for the time spent in training.

In case you are wondering if you might be entitled to payment of back wages . . .

The FLSA exempts from salary or fee requirements physicians, lawyers, and teachers who are *"involved in an internship or resident program pursuant to the practice of his profession, or an employee employed and engaged as a teacher in the activity of imparting knowledge."* §541.314

. . . the answer is "no, you are not!"

Guidelines for Community-based Educational Programs for Students with Disabilities

In September 1992, the federal labor and education departments issued guidelines that specify what would be permissible for students with disabilities in work experience programs who are functioning in some "trainee" capacity at actual work sites. The *Guidelines for Implementing Community-based Educational Programs for Students with Disabilities* apply to students who are unable to work at competitive rates and who need intensive on-going support on the job. The *"Guidelines"* allow students with physical and/or mental disabilities in school-based employment preparation programs to participate in vocational exploration, assessment and training in community-based work sites for no pay, provided their placements are tailored to the students' educational needs.

The U.S. Department of Labor will not assert an employment relationship for the purposes of the FLSA where ALL of the following criteria are met.

- Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.

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❷ Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.

❸ Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the students' Individualized Education Program (IEP).

❹ Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.

❺ The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.

a) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.

b) The students are under continued and direct supervision by either representatives of the school or by employees of the business.

c) Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.

d) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.

❻ While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:

Vocational exploration	5 hours per job experienced
Vocational assessment	90 hours per job experienced
Vocational training	120 hours per job experienced

❼ Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

It is important to understand that imbedded in these guidelines are the six criteria which establish a non-employment relationship. In other words, all of the six "trainee" criteria must satisfied, in addition to the other criteria of these "Guidelines," in order for this circumstance to apply.

A recent publication *"Meeting the Needs of Youth with Disabilities: Handbook for Implementing Community-based Vocational Education Programs According to the Fair Labor Standards Act"* describes the four-stage approach to community-based vocational education, including the definitions of the terms "vocational exploration," "vocational assessment," "vocational training," and "cooperative vocational education." A copy of this handbook is contained in Appendix C.

Vocational Exploration

"The ***vocational exploration*** component exposes students briefly to a variety of work settings to help them make decisions about future career directions or occupations. The exploration process involves investigating interests, values, beliefs, strengths and weaknesses in relation to the demands and other characteristics of work environments. Through vocational exploration, students gain information by watching work being performed, talking with employees, and actually truing out work under direct supervision of school personnel. Exploration enables students to make choices regarding career or occupational areas they wish to pursue. The student, parents, exploration site employees, and school personnel use this information to develop the student's IEPs for the remainder of the student's special education experience."

Vocational Assessment

"The ***vocational assessment*** component helps determine individual training objectives for a student with a disability. In this CBVE component, the student undertakes work assignments in various business settings under the direct supervision of school personnel and employees. Assessment data are systematically collected concerning the student's interests, aptitudes, special needs, learning styles, work habits and behavior, personal and social skills, values and attitudes toward work, and work tolerance. The student rotates among various work settings corresponding to the student's range of employment preferences as situational assessments are completed by school personnel and assessment site employees. As a result, students select work settings in which they can best pursue career or occupational areas matching their interests and aptitudes. Future training objectives are matched with these selections. These training objectives become a part of the student's subsequent IEP."

Vocational Training

"The ***vocational training*** component of CBVE places the student in various employment settings for work experiences. The student, parents, and school personnel develop a detailed, written training plan, which includes the competencies to be acquired, method(s) of instruction, and procedures for evaluating the training experience. Training is closely supervised by a representative of the school or a designated employee/supervisor. The purpose of this component is to enable students to develop the competencies and behavior needed to secure paid employment. As the student reaches the training objectives in a particular employment setting, the student moves to other employment environments where additional or related learning, or reinforcement of current competencies and behavior can occur."

Cooperative Vocational Education

"***Cooperative vocational education*** consists of an arrangement between the school and an employer in which each contributes to the student's education and employability in designated ways. The student is paid for work performed in the employment setting. The student may receive payment from the employer, from the school's cooperative vocational program, from another employment program operating in the community such as those supported by the Job Training Partnership Act, or a combination of these. The student is paid the same wage as nondisabled employees performing the same work. In some instances, arrangements are made by the school and employer through the Department of Labor, Wage and Hour Division to pay a lower wage based on comparable performance....The school and employer reach a written agreement before the student enters the cooperative vocational education component. This agreement includes a clear stipulation of the student's wages and benefits. This agreement may also include follow-along services to ensure the student adjusts to the work assignments and improves performance and productivity over time. Students may engage in more than one cooperative vocational education placement as part of their special education experience during school."

DOCUMENTATION

To met the requirements of these guidelines, three types of documentation must be employed:

- ☐ IEP reflecting needed transition services in the area of vocational instruction and training goals and objectives relevant to the community-based vocational experience.
- ☐ Written training agreement - outlining the Dept. of Labor/Dept. of Education requirements (including the "six training criteria") and signed by all participants including student, parent/guardian, school district representative, and employer.
- ☐ Ongoing Case Notes (i.e. attendance records, progress reports, task analysis data, etc.).

For additional information on these guidelines, refer to Appendix B and C.

VOLUNTEER

Individuals may serve as unpaid volunteer for public service, religious or humanitarian objectives. For example, parents and/or students may choose to assist with school fund raisers, deliver meals to the homebound, visit patients in nursing homes, or solicit contributions. *Commercial businesses may not ever legally utilize unpaid volunteers.* Typical authorized volunteer sites include established volunteer programs operated by charitable nonprofit organizations, governmental agencies, hospitals, and nursing homes.

Students may be considered to be "volunteers" within the meaning of the FLSA if the intent is clearly to donate their services for the public good. Schools cannot legally REQUIRE students to "volunteer" or perform unpaid public service as a way to gain vocational experience, as a condition of graduation, or as a prerequisite for other school activities. Only the courts may require or commit persons to perform unpaid public service work as part of a correctional program, in lieu of serving prison time, or while on "work release." Decisions must be based on the individual student CHOICE, and cannot be translated to a group activity site without meeting all guidelines for volunteerism for each student.

The Department of Labor will not assert an employment relationship to exist where work is performed on a **bona fide** volunteer basis. A volunteer is generally defined as an individual who performs hours of services for a public agency for civic, charitable, or humanitarian reasons. A volunteer performs these services without promise, expectation or receipt of compensation for services rendered. If these conditions are met, an individual will not be subject to the FLSA. The volunteer arrangement must satisfy guidelines established to protect students with disabilities from employment abuse.

Persons can be classified as "volunteers" in religious, charitable, or nonprofit organizations, although they displace regular employees, and despite the fact that they perform services economically advantageous to the "employer," such as mothers/fathers who assist in a school cafeteria or library, or drive vehicles or fold chairs for the Red Cross. However, students are not considered to be "volunteers" within the meaning of the FLSA if the intent of the student is clearly not to volunteer his/her services for the public good, but rather to allow for the individual to gain experience to allow him/her to obtain gainful employment. The FLSA provides a mechanism whereby students such as these can learn skills and be paid less than $4.25 per hour via a "school work experience program" certificate issued by the U.S. Department of Labor, Wage and Hour Division.

An individual may not be a volunteer for a public agency when the volunteer hours involve the same type of services which the individual is employed to perform for the same agency. Students employed in a paid placement are not allowed to "volunteer" the same type of services (any activity directly related to the student's job) during the week they are employed.

ILLUSTRATION

1. A student is provided the opportunity to participate in several meaningful educational activities or programs (e.g. paid placement in a retail bookstore, self-help skills training, independent living skills, job seeking skills training, and volunteering at the city zoo.) The student (where appropriate, a parent or guardian) CHOOSES to voluntarily participate at the city's established zoo volunteer program.
2. A student, along with his parents, decides it would be beneficial for him to donate some of his spare time to helping others. He signs up for and participates in an elective course entitled "Volunteering In My Community".

DOCUMENTATION

The following documentation should be incorporated into a written agreement signed by all parties including student, parent/guardian, school district representative, and employer:

☐ This an accepted and established (bonafide) volunteer position in the community.

☐ The student has been offered paid and nonpaid work choices, and chose nonpaid.

☐ The student has chosen this volunteer assignment.

☐ There other volunteers working for the organization in a similar capacity.

☐ All parties involved agree this is voluntary.

☐ All parties involved agree that pay is not contemplated.

IN-SCHOOL PLACEMENTS

Pursuant to the provisions of Section 14(d) of the FLSA, Wage-Hour will take no enforcement action with respect to minimum wages for students employed by any school in their school district in various school-related work programs, provided that such employment is in compliance with applicable child labor provisions. **This non-enforcement policy is not applicable to special education students performing subcontract work or sheltered workshop-type work on school premises.**

As part of their overall educational program, schools may permit or require students to engage in various school-related work programs, within their school district, conducted primarily for the benefit of the students for periods of no more than one hour per day (or an equivalent amount of overall time.) Also, the fact that a student may receive a minimal payment for participation in such activities would not necessarily create an employment relationship.

This position is adopted without prejudice to the rights of individuals to recover wages due through private actions afforded under Section 16(b) of the FLSA. If such employment is not in compliance with applicable child labor laws, the students so employed must be paid minimum wage and overtime for all hours worked in any position in which they were so employed. Also, the school will be subject to civil money penalties.

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ILLUSTRATION

1. Student may help in school lunchrooms for periods of 30 minutes to one hour per day, do occasional classroom clean-up, perform minor clerical work in the school office or library, or engage in school activities connected with dramatics, student publications, sports, and the like.

DOCUMENTATION

☐ A written training agreement outlining the provisions for the in-school placement signed by all parties including student, parent/guardian, and school district representatives.

If student does not quality as trainee, volunteer, or in-school worker, he or she must be paid a minimum wage of $4.25 per hour, or a commensurate wage if the school or employer has been authorized under a special minimum wage certificate, or $3.62 per hour if the employer utilized the full-time student certificate.

For additional information on employment relationship, refer to Appendix K.

WAGE PAYMENTS / MINIMUM WAGE

For purpose of compliance with the FLSA, employees must receive a minimum wage of not less than $4.25 per hour as of April 1, 1991. State labor laws may mandate a minimum wage higher than the federal requirement of $4.25 per hour. The law most favorable to the employee supersedes the FLSA.

Employees do not have to be paid on an hourly basis simply because the federal statute specifies a minimum wage on an hourly basis. Employees may be paid on an hourly, salaried, commission, monthly, piecework, or any other basis, as long as pay covering each workweek equals or exceeds the minimum wage standard.

The minimum wage does not have to be paid in cash. It can be paid in whole or in part in board, lodging, or other facilities. Regarding "patient workers" employed in their institutions, no deductions can be made form wages to cover room, board, or other services provided by the facility. Such individuals must receive their wages free and clear, except for amounts deducted for taxes assessed, and any voluntary wage assignments directed by the employee. Deductions made from wages for such items as cash or merchandise shortages, employer-required uniforms, and tools of the trade, are not legal to the extent that they reduce the wages of employees below the minimum rate required by FLSA or deduce the amount of overtime pay due under FLSA.

While the FLSA does set basic minimum wage and overtime pay standards and regulates the employment of minors, there are a number of employment practices which FLSA does not regulate. For example, FLSA does not require:
(1) vacation, or holiday, severance, or sick pay;
(2) meal or rest periods, holidays off, or vacations;
(3) premium pay for weekend or holiday work;
(4) pay raises or fringe benefits; and

(5) a discharge notice, reason for discharge, or immediate payment of final wages to terminated employees.

Also, the FLSA does not limit the number of hours in a day or days in a week an employee may be required or scheduled to work if the employee is at least 16 years old. These matters are for agreement between the employer and the employees or their authorized representative.

COMPENSABLE TIME

Covered employees must be paid for all hours worked in a workweek. In general, "hours worked" includes all time an employee must be on duty, or on the employer's premises or at any other prescribed place of work. Also included is any additional time the employee is suffered or permitted to work. Compensable time includes not only those hours during which the individual is actually performing productive work but also includes those hours where no work is performed, but the individual is required to sit and wait for work assignments. Non compensable time includes time when the individual is completely relieved from duty and provided therapy or opportunity to participate in an alternative program or activity in the facility not directly related to the worker's job (e.g., self-help skills training, independent living skills, adult basic education, crafts which become the product of the individual making them.)

For additional information on working hours, refer to Appendix I.

OVERTIME COMPENSATION

Overtime pay required by the FLSA refers to extra pay for hours worked over 40 during a workweek. The FLSA directs that covered employees be paid one and one-half times their regular hourly rate for hours worked in a workweek beyond 40. The following examples are based on a maximum 40-hour workweek.

(1) Hourly rate - (regular rate for an employee paid by the hour). If more than 40 hours are worked, at least one and one-half times the regular rate for each hour over 40 is due.

EXAMPLE: *An employee paid $4.80 an hour work 44 hours in a workweek. The employee is entitled to at least one and one-half times $4.80, or $7.20, for each hour over 40. Pay for the week would be $192 for the first 40 hours, plus $28.80 for the four hours of overtime - a total of $220.80.*

(2) Piece rate - The regular rate of pay for an employee paid on a piecework basis is obtained by dividing the total weekly earnings by the total number of hours worked in the same week. The employee is entitled to an additional one-half times this regular rate for each hour over 40, plus the full piecework earnings.

EXAMPLE: *An employee paid on a piecework basis works 45 hours in a week and earns $207. The regular rate of pay for that week is $207 divided by 45, or $4.60 an hour. In addition to the straight-time pay, the employee is entitled to $2.30 (half the regular rate) for each hour over 40.*

(3) Salary - the regular rate for an employee paid a salary for a regular or specified number of hours a week is obtained by dividing the salary by the number of hours for which the salary is intended to compensate.

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EQUAL PAY PROVISION

The equal pay provisions of the FLSA prohibit wage differentials based on sex, between men and women employed in the same establishment, on jobs that require equal skill, effort, and responsibility and which are performed under similar working conditions. These provisions, as well as other statutes prohibiting discrimination in employment, are enforced by the Equal Employment Opportunity Commission.

CHILD LABOR

The FLSA contains provisions regarding child labor that prescribe both minimum wages, permissible occupations, and maximum hours to be worked. The standards affecting young workers vary for different age groups and for farm and nonfarm work. When placing youth and young adults into community-based employment options, educators and professionals need to consider the types of wages, occupations, and hours which are permissible for the varying age groups.

Child Labor in NONFARM WORK

18 year olds may work at any time in any job.

16 or 17 year olds may work in any occupations EXCEPT those deemed hazardous by the Secretary of Labor, which include

1. Manufacturing or storing explosives
2. Driving a motor vehicle and being an outside helper
3. Coal mining
4. Logging and sawmilling

*5. Power-driven work-working machines
6. Exposure to radioactive substances and to ionizing radiations
7. Power-driven hoisting apparatus
*8. Power-driven metal-forming, -punching, and -shearing machines
9. Mining, other than coal mining
*10. Meat packing or processing (including power-driven meat slicing machines)
11. Power-driven bakery machines
*12. Power-driven paper-products machines
13. Manufacturing brick, tile, and related products
*14. Power-driven circular saws, band saws, and guillotine shears
15. Wrecking, demolition, and ship-breaking operations
*16. Roofing operations
*17. Excavation operations.

**Exemptions are provided for apprentices and student-learners under specified standards.*

14 or 15 year olds may work in office, clerical, and sales jobs. They may also work in a number of jobs in retail, food-service, and gasoline-service establishments, such as:

- Cashiering, price marking, and tagging (by hand or machine)
- Assembling orders, packing, and shelving
- Bagging and carrying out orders
- Serving foods and beverages
- Cleanup work
- Car washing and polishing
- Operating gas pumps and performing other courtesy services
- Cleaning vegetables & fruits, and wrapping, sealing, labeling, weighing, pricing, & stocking goods
- Errand and delivery work by foot, bicycle, or public transportation.

But may NOT work:

- During school hours
- Before 7 a.m. or after 7 p.m. (9 p.m. from June 1 through Labor Day)
- More than 18 hours a week during school weeks
- More than 3 hours a day on school days
- More than 40 hours a week in nonschool weeks
- More than 8 hours on nonschool days

Under a special provision, youths 14 and 15 years old enrolled in an approved Work Experience and Career Exploration Program (WECEP) may be employed for up to 23 hours in school weeks and 3 hours on school days (including during school hours). Additional information on WECEPs is located in the following section titled, "Work Experience and Career Exploration Programs".

At any age

- Deliver newspapers to the consumer
- Act or perform in motion pictures or in theatrical, radio, or television productions
- Work for their parents, except in manufacturing, mining, or hazardous nonfarm jobs.

Additional information on child labor in nonfarm work is contained in Appendix L.

Child Labor in FARM WORK

In farm work, permissible jobs and hours of work, by age, are as follows:

16 years and older may perform any job, whether hazardous or not, for unlimited hours;

14 or 15 years old may perform any nonhazardous farm job outside of school hours;

12 and 13 years old may work outside of school hours in nonhazardous jobs, either with parent's written consent or on the same farm as parents;

Under 12 years old may perform jobs on farms owned or operated by parents or, with parents' written consent, outside of school hours in nonhazardous jobs on farms not covered by minimum wage requirements. **Local minors (permanent residents) 10 and 11 years old** may be employed outside school hours under prescribed conditions to hand harvest short season crops for no more than 8 weeks between June 1 and October 15 in any calendar year, upon approval by the Secretary of Labor of an employer's application for a waiver from the child labor provisions for such employment.

Minors of any age may be employed by their parents at any time in any occupation on a farm owned or operated by their parents.

Additional information on child labor in farm work is contained in Appendix M.

☞ ***Violators of the child labor provisions are subject to a civil money penalty of up to $10,000 for each employee who was the subject of a violation.*** ☜

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WORK EXPERIENCE AND CAREER EXPLORATION PROGRAMS

Sixteen is the minimum age for most nonfarm work performed during school hours. However, under the FLSA, Part 570.35a, youths 14 and 15 years old can be enrolled in and employed as part of a school-supervised and school-administered work experience and career exploration program (WECEP) which meets FLSA requirements.

The WECEP must meet the educational standards established and approved by the State Educational Agency (SEA) in the respective state. The SEA must file with the Administrator of the Wage-Hour Division a letter of application for approval of a state program as one not interfering with schooling or with the health and well-being of the students involved, and therefore not constituting child labor. The application must include information on several criteria. The Administrator of the Wage-Hour Division will either approve the application, or give prompt notice of any denial and the reasons for denial. The criteria to be used in consideration of an WECEP application are the following.

ELIGIBILITY

Any students aged 14 or 15 years who authoritative local school personnel identify as being able to benefit from the program are eligible to participate.

CREDITS

Students must receive school credits for both in-school related instruction and on-the-job experience.

SIZE

Each program must be a reasonable size. A unit of 12 to 25 students to one teacher-coordinator would generally be considered reasonable. Whether other sizes are reasonable depend on the individual facts and circumstances involved.

INSTRUCTIONAL SCHEDULE

Time must be allotted for the required classroom instruction in those subjects necessary for graduation under the State's standards. There must be regularly scheduled classroom periods of instruction devoted to job-related and to employability skill instruction.

TEACHER-COORDINATOR

Each program unit must be under the supervision of a school official to be designated for the purpose of the program as a teacher-coordinator who shall generally supervise the program and coordinate the work and education aspects of the program and make regularly scheduled visits to the work stations.

WRITTEN TRAINING AGREEMENT

A student cannot participate in the program until there has been made a written training agreement signed by the teacher-coordinator, the employer, and the student. The agreement will be signed or otherwise consented to by the student's parent or guardian.

OTHER PROVISIONS

Any other provisions of the program providing safeguards ensuring that the employment permitted will not interfere with the schooling of the minors or with their health and well-being may also be submitted for use in consideration of the application.

Every SEA having students in an approved WECEP must not allow for employment of enrollees in (1) manufacturing and mining, (2) occupations declared to be hazardous for the employment of minors between 16 and 18 years of age, and (3) occupations in agriculture declared to be hazardous for employment of minors below the age of 16. The names and addresses of each school enrolling WECEP students and the number of enrollees in each unit must be kept at the SEA office. A copy of the written training agreement for each student participating in the program must be kept in the SEA office or in the local education agency office. The records required must be kept for a period of 3 years from the date of enrollment in the program and must be made available for inspection or transcription to representatives of the Administrator of the Wage-Hour Division.

Employment of students enrolled in an approved WECEP must be confined to not more than 23 hours in any 1 week when school is in session and not more than 3 hours in any day when school is in session, any portion of which may be during school hours. The employment of a student enrolled in a WECEP must not have the effect of displacing a worker employed in the establishment of the employer

WECEPs are in force and effect for a period of two school years from the date of their approval by the Administrator of the Wage-Hour Division. A new application for approval must be filed at the end of that period. Failure to meet the requirements may result in withdrawal of approval.

States whose authority to administer WECEP expires June 30. 1994 include California, Florida, Idaho, Illinois, Maine, Minnesota, New Jersey, New York, North Dakota, and Ohio. States whose authority to administer WECEP expires June 30, 1995 include Virginia and Vermont.

RECORDKEEPING

Employers who are subject to the FLSA must keep records for both covered and exempt employees. The regulations do not prescribe a particular order or form of records to be retained. Recordkeeping requirements vary depending upon the nature of the work performed by an employee. Records may be maintained on paper, microfilm or other basic source documents of an automatic data processing system, provided viewing equipment is accessible and reproduction identifiable. In addition to certain recordkeeping requirements, employers are required to display the Wage and Hour Division's minimum wage poster, which outlines the requirements of the FLSA. Records to be kept include:

RECORDKEEPING for PART 516 of the FLSA

1. Personal Information -
    a) Name in full as used for social security recordkeeping purposes and, on the same record, the employee's identifying symbol or number if such is used in place of name on any payroll records.
    b) Home address, including zip code.
    c) Date of birth, if under 19.
    d) Sex and occupation.
2. Hour & day workweek begins
3. Total hours worked each workday and each workweek
4. Total daily/weekly straight time pay
5. Regular rate used in overtime week
6. Total overtime pay per workweek
7. Deductions from or additions to pay
8. Total wages paid each pay period
9. Date of payment & pay period covered
10. I-9 forms
11. Age certificates for each minor employed (e.g., work permits where required or copy of birth certificate).

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There are special recordkeeping requirement for learners, apprentices, workers with disabilities, students, and messengers employed under special certificates. Refer to the regulations governing these subminimum wage options for specific information on the records to be kept.

ENFORCEMENT PROCEDURES AND REMEDIES

The FLSA can be enforced by private employee lawsuits or by actions taken by the Department of Labor. Authorized investigative procedures are used if DOL is involved. Ignorance of the law is no defense for employers. There is a two-year statute of limitations under the FLSA, extending to three years if a violation is willful. Schools and/or employers who willfully or repeatedly violate the minimum wage or overtime pay requirements are subject to civil money penalties of up to $1,000 per violation.

Employees can sue their employers for the recovery of back wages and liquidated damages. The Secretary of Labor can also bring a lawsuit on the employee's behalf for the recovery of back wages and liquidated damages, or for back wages and an injunction enjoining the employer from committing any further violations of the FLSA. An employee who sues can recover attorney's fees, while the Secretary of labor can not. The Department of Justice can criminally prosecute persons who commit willful violations of the FLSA. The Secretary of Labor has the power to initiate investigations to determine whether an employer has violated any provisions of the FLSA. An employer cannot retaliate against an employee for "whistle blowing."

INVESTIGATIONS

The FLSA authorizes representatives of the DOL to investigate and gather data concerning wages, hours, and other employment practices; enter and inspect an employer's premises and records; and question employees to determine whether any person has violated any provision of the FLSA. Every effort is made to resolve compliance and payment of back wages issues at the administrative level.

The employer must allow investigators onto the premises to serve an administrative subpoena to bring records for Wage and Hour Compliance officers to review. If an employer feels a subpoena is not sufficiently limited in scope, relevancy, or purpose so that compliance is unreasonable burdensome, the employer can question the reasonableness of the subpoena by raising objections in an action in district court before suffering any penalties for refusing to comply.

The Wage-Hour Division initiates investigations when complaints are filed and when particular industries are targeted for investigation. When complaints are filed, the agency assigns compliance officers to investigate. Generally, investigators will not inform employers of whether investigations are triggered by complaints or are a part of routine examinations of the particular industry. In the investigation, compliance officers of the Wage-Hour Division will usually make suggestions regarding any changes necessary or desirable regarding payroll, recordkeeping, or other practices to bring employers into compliance with the FLSA.

DOL Investigative Procedures

Wage and Hour Publication 1340 outlines the DOL investigative procedures which should be followed when a compliance officer calls upon an employer.

The compliance officer will

- Identify him/herself to you and show official credentials.

- Confer with your designated representative, making necessary explanations about the records needing to be seen and approach to be take. The compliance officer will ask permission to conduct private interviews with some of your employees.
- Ask you to make space available for their use and to designate staff members who can help with questions about your records and payroll system.
- Ask to see certain records to determine what laws apply and what, if any, exemptions are available.
- Review payroll and time records.
- Interview certain employees to confirm information gathered.
- The compliance officer will meet with you or your representative about the investigative findings. If no violations were discovered, the compliance officer will tell you. If violations were found, you will be told what they are and how to correct them. If you owe back wages, the usual procedure is to ask you to compute and pay the amounts due

Following is a list of records to make available during a DOL investigation.

- A list of current school board members including superintendent's name and work address.
- A copy of the most recent financial statement.
- Covering the past 2 years, a list of all community work sites, all volunteer sites, and all in-school placements. Show addresses, list of students, and a very brief description of each placement. (DOL may need to be added to the school district's access sheet for records of students in special education.)
- All time and payroll records for all students in community work sites, volunteer sites, and in-school placements.
- For all students paid less than minimum wage, documentation that each individual is disabled for the work performed.
- A list of students with disabilities that could be interviewed.
- Have available copies of all time studies performed to establish piece rates or hourly rates for students being paid less than minimum wage.
- Prevailing wage documentation for all jobs in the last 2 years.
- List of all staff members showing name, position, degrees, salary, and brief description of duties.
- All INS I-9 forms.

RECOVERY OF BACK WAGES

Listed below are methods which FLSA provides for recovering unpaid minimum and/or overtime wages.

❶ Wage-Hour may supervise payment of back wages.
❷ The Secretary of Labor may bring suit for back wages and an equal amount as liquidated damages.
❸ An employee may file a private suit for back pay and an equal amount as liquidated damages, plus attorney's fees and court costs.
❹ The Secretary of Labor may obtain an injunction to restrain any person from violating FLSA, including the unlawful withholding of proper minimum wage and overtime.

An employee may not bring suit if he or she has been paid back wages under the supervision of Wage-Hour or if the Secretary of Labor has already filed suit to recover the wages. A 2-year statute of limitations applies to the recovery of back pay, except in the case of willful violation, in which case a 3-year statute applies.

Additional information on the Fair Labor Standards Act is contained in Appendix G through Appendix P.

Payment of Subminimum Wages Under the FLSA

Full-time students in institutions of higher education, retail and service establishments, and agriculture; student learners; apprentices; learners; messengers; student workers; and workers with disabilities may be employed at subminimum rates if the lower rates are deemed necessary by the Administrator of the Wage and Hour Division of DOL to prevent the curtailment of opportunities for employment. Special certificates must be obtained from the Wage and Hour Division prior to workers being employed at subminimum rates. Certificates will not be issued if the lower rate would curtail full-time job opportunities for others in the work force. The names, addresses and telephone numbers of the DOL contact persons for special employment programs is contained at the end of this section. Remember, if state labor laws are more stringent, the most stringent must be adhered to.

For the purposes of the targeted audience of this training document, certificates pertaining to full-time students, student-learners, apprentices, learners, messengers, and student workers will be reviewed. However, as applications for subminimum wage certificates covering workers with disabilities is of particular importance to this target audience, this type of certificate will be covered in more detail. A table located at the end of this section summarizes the options for payment of employees at subminimum wages. More detailed information on these subminimum wage options is contained in Appendix O and Appendix P.

PART 519 Employment of Full-Time Students in Retail or Service Establishments, Agriculture, or Institutions of Higher Education

Full-time students in retail or service establishments, agriculture, or institutions of higher education may be employed at subminimum wages under special certificates issued by the DOL. The employer must file an application for a certificate before the start of such employment. The certificate is in effect for one year, and a copy of the certificate must be posted in a conspicuous place at the establishment. The wage rate in the certificate can not be less than 85% of the federal minimum wage rate. The employer must agree to employ no more than 6 full-time students at subminimum wages on any workday.

The provisions also limit the number of weekly hours of employment. Students are not permitted to work at subminimum wages for more than 8 hours a day, not for more than 40 hours a week when school is not in session, nor more than 20 hours a week when school is in session. Child labor laws must be adhered to. There are special recordkeeping requirements for this certificate.

For employment at subminimum wages in retail, service, or agriculture, a "full-time student" means a student who receives primarily daytime instruction at the physical location of a bona fide educational institution, in accordance with the institution's accepted definition of a full-time student. The student retains that status during holidays and summer breaks. For employment at subminimum wages in institutions of higher education, a "full-time student" means a student who meets the accepted definition of a full-time student of the institution of higher education which employs him/her; the student retains that status during holidays and breaks.

Full-time student applications and certificates are handled by the DOL Employment Standards Administration, Wage-Hour Division, Special Employment Programs office located in Dallas, Texas. (See DOL Contact List located at end of section for name, address, and telephone number of contact person)

PART 520 Employment of Student-Learners

Student-learners can be employment at subminimum wage rates under special certificates issued by the DOL. A "student-learner" is a student who is receiving instruction in an accredited school, college or university, and who is employed on a part-time basis, pursuant to a bona fide vocational training program. A "bona fide vocational training program" is one authorized and approved by a State board of vocational education, or other recognized educational body, and provides for part-time employment training. The employment training can be scheduled for a part of the work day or workweek, for alternating weeks or for other limited periods during the year, supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a regular part of the student learner's course by an accredited school, college, or university.

The special minimum wage rate can not be less than 75% of the federal minimum wage rate. The certificate can not be issued retroactively.

The number of hours of employment training each week, when added to the hours of school instruction, can not exceed 40 hours. When school is not in session, the student-learner can work hours in addition to the weekly hours of employment training authorized by the certificate. However, the total hours worked can not exceed 8 hours on any such day. During the school term, when school is not in session for the entire week, the student-learner can work hours in addition to those authorized by the certificate. However, the total hours can not exceed 40 hours in any such week. There are special recordkeeping requirements for this certificate.

The following conditions must be satisfied before a special certificate will be issued authorizing the employment of a student-learner at subminimum wages.

(a) Any training program in which the student-learner will be employed must be a bona fide vocational training program.

(b) The employment of the student-learner at subminimum wages must be necessary to prevent the curtailment of employment opportunities.

(c) The student-learner must be at least 16 years of age, and at least 18 years of age to be employed in any activity prohibited by hazardous occupations orders.

PART 521 Employment of Apprentices

The DOL has the authority to issue special certificates to employers authorizing the employment of apprentices in "skilled trades" at subminimum wages. An "apprentice" is a worker at least sixteen years of age, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn a skilled trade. A "skilled trade"

(a) is customarily learned in a practical way through training and work experience on the job;
(b) is clearly identified and commonly recognized throughout an industry;
(c) requires one year of more (2,000 or more hours) of work experience to learn;
(d) requires related instruction to supplement the work experience;
(e) is not merely a part of an apprenticeable occupation;
(f) involves the development of skill sufficiently broad to be applicable in like occupations throughout

an industry, rather than of restricted application to the products of any one company; and
(g) does not fall into any of the following categories: (1) selling, retailing, or similar occupations in the distributive field; (2) managerial occupations; (3) clerical occupations; or (4) professional and semi-professional occupations.

An apprenticeship program must conform with standards of apprenticeship including the following.

(a) Employment and training of the apprentice in a skilled trade.
(c) One year or more (2,000 or more hours) of work experience.
(c) A progressively increasing schedule of wages to be paid the apprentice which averages at least 50% of the journeyman's rate over the period of apprenticeship.
(d) A schedule of work processes or operations in which experience is to be given the apprentice on the job.
(e) Submission of the apprenticeship program and the apprenticeship agreement to the recognized apprenticeship agency for registration.
(f) Joint agreement to the apprenticeship program by the employer and the bona fide bargaining agent, where a bargaining agent exists.
(g) An indication that the number of apprentices to be employed conforms to the needs and practices in the community.
(h) Adequate facilities for training and supervision of the apprentice and the keeping of appropriate records concerning his progress.
(i) Related instruction, if available. (144 hours a year is normally considered necessary. Related instruction means an organized and systematic form of instruction which is designed to provide the apprentice with knowledge of the theoretical and technical subjects related to his trade. Such instruction may be given in a classroom, through correspondence courses, or other forms of self-study.)

PART 522 Employment of Learners

The DOL has the authority to approve payment of subminimum wage rates to employ learners in specified industries, including apparel, knitted wear, hosiery, shoe manufacturing, glove, cigar, luggage, small leather goods, ladies handbags, small electrical products, men's and boy's clothing, and office and clerical occupations. A learner is a worker whose total experience in an authorized learner occupation in the last three years is less than the period of time allowed as a learning period in that occupation. Employers must apply to DOL for learners certificates prior to employing learners at subminimum wage rates. Generally, a learners certificates will only be issued in cases where there are insufficient experienced workers available for employment in a particular trade.

PART 523 Employment of Messengers

Messengers can be employed at subminimum wage rates under special certificates authorized and approved by the DOL. Inquiries other than routine requests for information should be referred to the Washington, D.C., DOL, Branch of the Employment Standards Administration. There have been no messenger certificates issued in many years. There is no application form for a messenger certificate. Applications may be made by letter or brief addressed to the Administrator. The letter or brief must address the information contained in §523.4.

PART 527 Employment of Student Workers

Student-workers can be employed at subminimum wage rates under special certificates authorized and approved by the DOL. A student-worker is a student who is receiving instruction in an educational institution and who is employed on a part-time basis in shops owned by the educational institution, for the purpose of enabling the student to defray part of his school expenses. The student-workers must be at least 16 years of age or at least 18 years of age if employed in hazardous occupations. The occupation for which the student-workers are receiving training must require a sufficient degree of skills to necessitate an appreciable learning period. The subminimum wage rate must not be less than 75% of the federal minimum wage. The certificate is issued for one year.

PART 525 Employment of Workers with Disabilities Under Special Certificates

Workers with disabilities can be employed at subminimum wage rates under special certificates. According to the FLSA, a disabled worker is one whose earning or productive capacity is impaired by age, physical or mental deficiency, or injury. The wage rate payable to workers is based on comparative productivity, and is proportionately commensurate with the wage paid to experienced nondisabled workers performing essentially the same type of work in the same vicinity. The certificates will only be issued to applicable individuals who are disabled for the work to be performed, whose earning capacity is impaired to the extent that the individual is unable to earn at least the minimum wage. Individuals may only be compensated at a special minimum wage if the employer has obtained a certificate authorizing their payment from the appropriate regional office of the DOL.

The DOL will consider several factors in determining whether special rates are necessary before issuing a certificates authorizing special minimum wage rates, including:

- the nature and extent of the individual's disability **(Remember, the individual must be disabled for the work performed)**;
- the prevailing wages of experienced nondisabled employees who engage in comparable work;
- the productivity of the disabled workers as compared to the nondisabled; and
- wage rates to be paid to workers with disabilities for work comparable to that performed by experienced disabled workers.

Before an employer will be granted a certificate, the employer must provide written assurances, such as regular review of the individuals' hourly rates at least every six months, and regular adjustments of wages at least annually to reflect changes in the prevailing wages paid to experienced non-disabled individuals employed in the locality for essentially the same type of work. Existing wage certificates may be renewed annually, and will not be denied before the employer has an opportunity to demonstrate compliance with all legal requirements. The DOL may revoke a certificate if violations are found and the employer refuses to comply.

DEFINITIONS

Employ

Is defined in FLSA as "to suffer or permit to work."

Employment Relationship

Arises whenever an individual, including an individual with a disability, is suffered or permitted to work. The determination of an employment relationship does not depend upon the level of performance or whether the work is of some therapeutic benefit. However, an individual does not become an employee if engaged in such activities as making craft products where the individual voluntarily participates in such activities and the products become the property of the individual making them or all of the funds resulting from the sale of the product are divided among the participants in the activity or are used in purchasing additional materials to make craft products.

Worker with a Disability

Means an individual whose earning or productive capacity is impaired by a physical or mental disability, including those relating to age or injury, for the work to be performed. Disabilities which may affect earning or productive capacity include blindness, mental illness, mental retardation, cerebral palsy, alcoholism, and drug addition. The following, taken by themselves, are not considered disabilities for the purposes of this part: vocational, social, cultural, or educational disabilities; chronic unemployment; receipt of welfare benefits; nonattendance at school; juvenile delinquency; and correctional parole or probation. Further, a disability which may effect earning or productive capacity for one type of work may not affect such capacity for another.

Special Minimum Wage

Is a wage authorized under a certificate issued to an employer under this part that is less than the statutory minimum wage.

Commensurate Wage

A special minimum wage paid to a worker with a disability which is based on the worker's individual productivity in proportion to the wage and productivity of experienced nondisabled workers performing essentially the same type, quality, and quantity of work in the vicinity in which the individual under certificate is employed. For example, the commensurate wage of a worker with a disability who is 75% as productive as the average experienced nondisabled worker, taking into consideration the type, quality, and quantity of work of the disabled worker, would be set at 75% of the wage paid to the nondisabled worker. For purposes of these regulations, a commensurate wage is always a special minimum wage, i.e., a wage below the statutory minimum.

Experienced Worker

Means a worker who has learned the basic elements or requirements of the work to be performed, ordinarily by completion of a probationary or training period. Typically, such a worker will have received at least one pay raise after successful completion of the probationary or training period.

Patient Worker

A worker with a disability who is employed by a hospital or residential care facility where such worker received treatment or care. The worker does have to be a resident.

CRITERIA FOR EMPLOYMENT OF WORKERS WITH DISABILITIES UNDER CERTIFICATES AT SPECIAL MINIMUM WAGE RATES

In order to determine that special minimum wage rates are necessary to prevent the curtailment of opportunities for employment, the following criteria is considered:

(1) The nature and extent of the disabilities for the individuals employed as these disabilities relate to the individual's productivity.

(2) The prevailing wages of experienced employees not disabled for the job who are employed in the vicinity in industry engaged in work comparable to that performed at the special minimum wage rate.

(3) The productivity of the workers with disabilities compared to the norm established for nondisabled workers through the use of a verifiable work measurement method or the productivity of experienced nondisabled workers employed in the vicinity on comparable work.

(4) The wage rates to be paid to the workers with disabilities for work comparable to that performed by experienced nondisabled workers.

In order to be granted a certificate authorizing the employment of workers with disabilities at special minimum wage rates, the employer must provide the following written assurances concerning such employment:

(1) In the case of individuals paid hourly rates, the special minimum wage rates will be reviewed by the employer at periodic intervals at a minimum of once every six months; and

(2) Wages for all employees will be adjusted by the employer at periodic intervals at a minimum of once each year to reflect changes in the prevailing wages paid to experienced nondisabled individuals employed in the locality for essentially the same type of work.

PREVAILING WAGE RATES

The prevailing wage rate is the wage paid to an experienced worker without a disability. The DOL recognizes that there may be more than one wage rate for a specific type of work in a given area. An employer must be able to demonstrate that the rate being used as prevailing for determining a commensurate wage was objectively determined.

The prevailing wage rate must be based upon the wage rate paid to experienced nondisabled workers. Employment services which only provide entry level wage data are not acceptable sources for prevailing wage information. There is no prescribed method for tabulating the results of a prevailing wage survey. The prevailing wage must be based upon work utilizing similar methods and equipment. Where the employer is unable to obtain the prevailing wage for a specific job to be performed on the premises, such as collating documents, it is acceptable to use as the prevailing wage the wage paid to experienced individuals employed in similar jobs such as file clerk or general office clerk, requiring the same general skill levels.

There are two methods for determining prevailing wage

(1) Employers of non-disabled (such as commercial businesses) may use as prevailing wage the wage rate paid to that employer's experienced employees performing similar work. Where a school places students with disabilities on the premises of the employer described above, the wage paid to the employer's experienced workers must be used as prevailing.

(2) An employer such as schools, school-to-work programs, transition programs, rehabilitation agencies that operate sheltered workshops, or entrepreneurial activities, which serve the disabled determine prevailing wage by ascertaining the wage rates paid to the experienced nondisabled workers of other employers in the vicinity. Such data may be obtained by surveying comparable firms in the area that employ primarily nondisabled workers doing similar work. See Part 525 for more detail.

The following information must be recorded in documenting the determination of prevailing wage rates:

DOCUMENTATION OF PREVAILING WAGE RATE

(1) Date of contact with firm or other source;
(2) Name, address, and phone number of firm or other source contacted;
(3) Individual contacted within firm or source;
(4) Title of individual contacted;
(5) Wage rate information provided;
(6) Brief description of work for which wage information is provided;
(7) Basis for conclusion that wage rate is not based upon an entry level position.

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A prevailing wage may not be less than the minimum wage specified in the FLSA.

ESTABLISHING PIECE RATES AND HOURLY RATES

Appendix F contains information on how to determine piece rates and hourly rates for workers with disabilities in establishing commensurate wages. For additional assistance, contact the local DOL, Special Employment Programs office.

TERMS AND CONDITIONS OF SPECIAL MINIMUM WAGE CERTIFICATES

Certificates are issued to employers and apply to all workers with disabilities at all branch locations including crews, supported employment and community worksites. The certificate is effective for one year and must renewed by reapplication. Workers must be paid commensurate wages for all hours worked and receive overtime pay for the hours worked in overtime. Prevailing wages must be adjusted at a minimum of once per year. Each worker with a disability (and, if appropriate, their parent/guardian) must be informed orally and in writing of the terms of the certificate. It is permissible to make copies of the certificate and provide copies to the workers.

APPLICATION & RENEWAL OF SPECIAL MINIMUM WAGE CERTIFICATES

The rehabilitation counselor or coordinating official of the school may submit a group application covering all of the students with disabilities and all of the employers participating in a school work experience program. Although there is a joint employment relationship (between the school and the local employer), the school pays the students' wages. The school and the employer are responsible for compliance with all applicable child labor laws, minimum wage standards, certificate and recordkeeping requirements.

The student participating in a school work experience program must be paid commensurate wage rates based upon the students' productivity in proportion to the wage and productivity of experienced nondisabled workers performing essentially the same type, quality, quantity of work in the vicinity in which the students are employed. Application forms WH-226-MIS and WH-226A are to be used when applying for a school work experience program certificate.

The certificate is renewed annually. Approximately 45 days prior to the renewal date, the school will receive blank renewal application forms from the Department of Labor.

If a local employer wishes to pay students with disabilities directly, an application form can be submitted covering all of the students employed at the establishment. The same application forms are used: forms WH-226-MIS and WH-226A. Under Item 4 of form WH-226-MIS, please enter your school's name and address.

Full minimum wage of $4.25 per hour is due all students with disabilities until a certificate has been granted.

Each student with a disability and, where appropriate a parent or guardian, shall be informed, orally and in writing, of the terms of the certificate under which such student worker is employed. This requirement may be satisfied by making copies of the certificate available. If an application for renewal has been properly and timely filed, an existing subminimum wage certificate must remain in effect until the application for renewal has been granted or denied. Check to determine whether state permits are also required.

RECORDS TO BE KEPT

Employers who employ workers with disabilities under special minimum wage certificates must maintain certain records and have these records available for inspection. The records must include:

SPECIAL RECORDS FOR PART 525

- ✓ verification of the workers' disabilities;
- ✓ evidence of the productivity of each worker with a disability;
- ✓ the prevailing wages paid for non-disabled workers who perform the same type of work in the vicinity as that performed by the workers under the certificate;
- ✓ production standards for non-disabled workers for each job being performed by workers with disabilities; and
- ✓ all records required under Part 516, with some exceptions.

Work Adjustment Centers are also under the same requirement.

SPECIAL NOTICE:

TRAINING WAGE PROVISIONS NO LONGER ALLOWABLE

The 1989 Amendments to the FLSA included a provision permitting covered employers to pay eligible workers at a training wage under certain specified conditions.

Training wage provisions* of the 1989 FLSA Amendments became effective on April 1, 1990 and *expired on March 31, 1993.

SUBMINIMUM WAGE CERTIFICATES
Issued Under the FLSA Which Can be Used for Students

CERTIFICATE	REGULATION	LOWEST % OF FEDERAL MINIMUM WAGE	LIMIT TO HOURS AT CERTIFICATE RATE?	APPLICATION FORM
FULL-TIME STUDENTS Worker attends school primarily in the daytime in a bona fide educational institution. Can be issued to retail and service establishments, agricultural employment, or to institutions of higher education.	Part 519	85% ($3.60/hr)	Yes: See Regulations	WH-200MIS Contact: Dallas, TX W/H Office
STUDENT LEARNERS Age 16 or older. Worker is receiving instruction in an accredited school, college or university and is employed on a part-time basis pursuant to a bona fide vocational training program with organized plan of instruction in technical and industrial areas requiring substantial learning period.	Part 520	75% ($3.19/hr)	Yes: See Regulations	WH-205
APPRENTICES IN SKILLED TRADES Generally, age 16 or older. Allows for the employment of apprentices in skilled trades. The minor must be employed in a craft recognized as an apprenticeable trade. The apprenticeship must be registered with the DOL.	Part 521	50% of the journeyman's rate per the apprenticeship agreement authorized by a registered apprenticeship program.	Yes: See Regulations	Application is the apprenticeship agreement
LEARNER'S IN SPECIFIED INDUSTRIES Applicable to employment of learners in specified industries where an adequate supply of qualified experienced workers is not available for employment. Learner is a worker whose total experience in the industry within the past three years is less than the period of time allowed as a learning period for that occupation.	Part 522	Authorized wage rates are industry specific.	Yes: See Regulations	WH-209 WH-208 WH-359
MESSENGERS Allows for the employment of messangers to be engaged primarily in delivering letters and messages.	Part 523	There have been no messenger certificates issued in many years.	N/A	No application form is available
SHELTERED WORKSHOP/WORKERS WITH DISABILITIES Worker's earning capacity is impaired by disability for the work to be performed. Issued to most tupes of establishments and school work experience programs. Sheltered workshop or work centers meaning a program providing workers with disabilities with employment or other occupational rehabilitating activity.	Part 525	Commensurate wages; no minimum	No	WH-226MIS
STUDENT WORKERS Age 16 or older. The occupation for which the student'-worker receives training must require a sufficient degree of skill to necessitate an appreciable learning period. Student-worker is a student who is receiving instruction in an educational institution and who is employed on a part-time basis in shops owned by the educational institution for the purpose of enabling the student to pay part of school expenses.	Part 527	75% ($3.19/hr)	Yes: See Regulations	For application contact ESA, Wage-Hour, Branch of Special Employment Programs Office

WHO TO CONTACT FOR MORE INFORMATION ON SPECIAL EMPLOYMENT PROGRAMS

When developing community-based vocational education programs, or for more information on special employment options under the FLSA and other labor laws, contact the federal DOL regional office located in your region of the United States, or contact the state office of DOL in your respective state. The contact persons for DOL Special Employment Programs is located on the next page.

U.S. DEPARTMENT OF LABOR
Employment Standards Administration Wage and Hour Division

CONTACT LIST

BRANCH OF SPECIAL EMPLOYMENT

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Employment Standards Administration
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Telephone: (202) 219-8727

BRANCH OF CHILD LABOR

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Washington, D.C. 20210
Telephone: (202) 219-7640

SECTION 14 SPECIALISTS

States	DOL Regional Office	States	DOL Regional Office
Connecticut Maine Massachusetts Rhode Island Vermont New Hampshire	Margaret MacDonald Boston Region DOL Office 1 Congress Street 11th Floor Boston, MA 02114 (617) 565-2095	Arkansas Louisiana New Mexico Texas Oklahoma	Patricia Davidson Dallas Region DOL Office 525 Griffin Square Room 858 Dallas, TX 75202 (214) 767-6897
New York New Jersey	William Devins New York Region DOL Office 201 Varick Street New York, NY 10014 (212) 337-2000	Iowa Kansas Missouri Nebraska	Karen Chaikin Kansas City Region DOL Office 2000 Federal Office Blg 911 Walnut Street Kansas City, MO 64106 (816) 426-5549 Verdis Greene (816) 426-5382
Delaware District of Columbia Maryland Pennsylvania Virginia West Virginia	James Bundick Philadelphia Region DOL Office 3535 Market Street Philadelphia, PA 19104 (215) 596-0102	Colorado Montana North Dakota So. Dakota Wyoming	Deltheia Lowery Denver Region DOL Office Federal Office Building 1961 Stout Street Room 1408 Denver, CO 80294 (303) 391-6783
Alabama Florida Georgia Mississippi No. Carolina So. Carolina Kentucky Tennessee	Berdelle W. Johnson Atlanta Region DOL Office Room 121 Peachtree Street, N.E. Atlanta, GA 30367 (404) 347-7015	Arizona Hawaii California Guam Nevada	Diane Reese San Francisco Region DOL Office Federal Building, FB-41 300 W. Congress St. Tucson, AZ 85701-1390 (602) 670-4822
Illinois Indiana Michigan Minnesota Ohio Wisconsin	Robert Halston Chicago Region DOL Office 230 South Dearborn Street Chicago, IL 60604 (312) 535-7280	Alaska Idaho Oregon Washington	Virginia Francis Seattle Region DOL Office 1111 3rd Avenue Suite 755 Seattle, WA 98174-3212 (206) 553-1914

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  Order Number is 312A, ($ .50 each)
- THE AMERICANS WITH DISABILITIES ACT: QUESTIONS & ANSWERS
  Order Number is 577A, (free)
- FEDERAL INFORMATION CENTER
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- AMERICANS WITH DISABILITIES ACT HANDBOOK
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AWARENESS

Awareness activities generally take place at the elementary level. Application of classroom speakers, career days/career fairs, field trips, and personal interviews can supplement instruction at the secondary and post secondary levels provided the student outcomes require higher levels of analysis, synthesis and application. They are designed to make students aware of the broad range of careers and/or occupations in the world of work, including options that may not be traditional for their gender, race or ethnicity.

Awareness activities range from limited exposure to the world of work, through occasional field trips and classroom speakers, to comprehensive exposure. The latter may involve curriculum redesign, introduction of students to a wide span of career options, and integration with activities at the middle school.

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Importance of Career Awareness for the Elementary School (K-6)

Young children and schools (K-6) can benefit from work based learning experiences in the following ways:

- It broadens children's knowledge related to careers
- It helps the children begin to consider career goals
- It provides opportunities for children to see how academic skills are utilized in the workplace
- It serves to establish school as the foundation connecting other levels of education as well as the workplace
- It helps bring the community into the classroom
- It helps build community support for the school

Importance of Career Exploration for the Middle School (7th-8th Grades)

- It provides children with opportunities to have hands-on experiences related to careers
- It provides children helpful information which can be used as they begin to set career goals

- It helps children see the relevance/application of academic skills as they are used in the workplace
- It motivates children to learn
- It helps children connect their academic experiences of grade school with those to come in later years
- It gives meaning to many of the concepts being learned
- It helps build community support for the school

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CLASSROOM SPEAKERS

Classroom Speakers provide
one of the easiest methods to use when introducing work based learning concepts because it provides students with opportunities to meet a worker(s) in person and ask career/job related questions while in the familiar classroom environment. Through planned classroom speaker experiences, students gain information on a wide range of occupations both traditional and non-traditional in nature. Classroom speakers generally begin at the elementary level with a primary goal of increasing student career awareness levels.

Even though one-day, or one-shot career related guest speakers may seem like a special occasion to students and the learning value offered by these experiences may often appear to be minimal, with proper planning and structuring, classroom speakers can be a valuable learning experience which is integral to classroom learning and student motivation.

To assist the classroom speaker in addressing relevant work based information, a list of desired topics and student/classroom information should be provided to him/her prior to their presentation.

Work based information may include:

- overview of current job duties
- entry level skills and educational requirements
- job attributes (work location, physical/mental/emotional aspects, workplace culture, salary, etc.)
- related jobs/careers and possible career ladders

The true value of this experience can be found in the student activities conducted before and after the actual classroom speaker presentation. To increase the educational value of classroom speakers, it is critical that students prepare for, reflect on, and apply the career information gained.

GUIDELINES FOR USING CLASSROOM SPEAKERS

- determine specific subject and career development objectives for the activity
- involve students in the planning process
- request your administrator's permission
- select the firm, organization, or individual, keeping in mind the students' ages, interests, and abilities

Guidelines for Using Classroom Speakers (cont.)

☞ provide speaker with necessary facts such as:
  - size of group
  - date, time and place
  - time duration
  - grade/age of group
  - subject/career development objectives to be covered
  - follow- up activity planned
  - interests/ abilities of students
  - availability of audio-visual equipment

☞ confirm the arrangement one or two days before scheduled date of activity
☞ explain to students why the activity has been planned
☞ stress the importance of good behavior and appearance
☞ assign a student to greet the guest speaker
☞ express formal appreciation at the end of the session

Pre-Classroom Speaker Activities might include

- identifying industries/jobs that interest your students
- researching the industry to be addressed
- studying aspects of the job to be addressed
- developing questions for the speaker

Post-Classroom Speaker Activities might include

- interviewing other people in similar occupations
- hold a discussion about the information provided by speaker
- evaluate the presentation
- role playing the career/job
- additional research on the industry, related careers or jobs
- read stories about the same occupation(s) or industries
- summarize the speaker information
- compare careers/industries to determine similarities/differences
- send formal "thank you" for the visit

Classroom Speaker Checklist

Do:

_____ Determine a definite date and time before contacting the speaker.

_____ Get approval from the designated official at the school.

_____ Contact the speaker.

_____ Confirm the date in writing after arrangements have been made being sure to include a map and instructions for fromt office check-in.

_____ Contact the speaker a day or so before to remind him/her of the meeting.

_____ Be sure the speaker knows in advance the size of the audience as well as age and interests.

_____ See that the speaker is welcomed and properly introduced.

_____ Remind the students of why the speaker is there.

_____ Thank speaker for their time and send a written Thank You sharing one or two student outcomes.

Don't:

_____ Keep a speaker waiting.

_____ Assume the speaker knows anything about the audience.

_____ Schedule a speaker early in the morning or late in the afternoon, especially if he/she has to travel far.

_____ Assign students to hear a speaker if they have little or no interest in what he/she has to say, or do not know why the speaker is talking to them.

Reprinted from V-TECS Guide for Home and Career Skills, Albany, NY., 1988

CAREER DAYS/ CAREER FAIRS

Career Days/Career Fairs can provide
students (middle school, high school, post secondary) with an opportunity to receive work based information on careers of special interest. Career Days/Career Fairs encourage students to focus on one or more potential career options.

Career Days/Career Fair activities are designed to help students think about their interests and abilities in relation to potential careers and to meet people who can assist them in getting the necessary skills and experience for workforce success. Special events are typically held to allow students to meet with educators at the next educational level (high school, post secondary), employers, employees, or human resource professionals to learn about education and work opportunities. Information may be distributed through brochures students receive from visiting firms or school representatives, via formal or informal discussions/presentations held in the classroom, on the school grounds, or during tours.

Various Career Day/Career Fair learning activities may include

- guest speakers from a range of occupations discussing their careers
- graduates of the school return to discuss their jobs or educational programs
- evening presentations on a variety of careers or an in-depth look at a particular career field
- film festivals displaying videos depicting various careers are shown
- post secondary or job fairs on the high school or community college campus

PERSONAL INTERVIEWS

Another valuable work based learning activity is student interviews of workers in person, over the telephone, or via the internet. In addition to learning career related information, students must use thinking and organizing skills to develop a list of questions, practice interviewing skills for effective communication and apply new information received.

As with all classroom activities, it is critical that planning and identification of student objectives proceed the experience and that students reflect on the process and information gained. Personal interviewing can be accomplished with a minimum of use of time, does not require transportation or readily available businesses in the surrounding community. The use of computers and the internet can be an additional resource for students.

NOTE: *Refer to Classroom Speaker portion of the Awareness Section for guidelines*

Student Name________________________________ Date________________

Person Interviewed_____________________________

INTERVIEW QUESTIONS

Directions: Interview an adult and obtain the following information:

1. At what age did you hold your first job? (baby sitting, cutting grass, etc.)

2. How did you find out about your first job?

3. How many different jobs have you had?

4. What do you like about your current job? Why?

5. What do you like least about your job? Why?

6. What are you responsible for doing on your job?

7. What advice would you give anyone about choosing a career?

FIELD TRIPS

Even though one-day, or one-shot career related field trips may seem like a special occasion to students and the learning value offered by these experiences may often appear to be minimal, with proper planning and structuring, field trips can be a valuable learning experience which is integral to classroom learning and improves student motivation. Field trips take the student into the actual work setting to see the "workplace in action". Field trips provide the opportunity to see job skills applied to actual production/client services, worker interactions, and work environments. Field trips extend the learning environment beyond the classroom and into the community to show the relationship of school and work. All of the prior experiences (speakers, personal interviews, career days/career fairs) can be included in a field trip experience if it is planned properly.

Planning an Effective Field Trip

- list and clarify career development and course objectives for the trip
- select a destination that will best meet these objectives
- determine the total cost of the trip, if any
- obtain administrative approval
- have students list specific purposes for the trip
- contact the place to be visited. Get the name of a contact person, and discuss the following items:
    - -date
    - -time of arrival
    - -duration of trip
    - -size of group that can be accommodated
    - -objectives of trip
    - -luncheon accommodations, if needed
    - -number of chaperones required
    - -grade/age level of students
    - -interests/abilities of students
- contact the tour guide/host for final confirmation one to two days prior to visit
- if possible, make a preliminary visit to the site to gain a better understanding of what the location has to offer
- arrange transportation
- have a signed parental consent form for each student
- invite chaperones

Planning an Effective Field Trip (cont.)

- prepare students:
  - a. discuss the value of taking notes, taking pictures, paying attention, etc.
  - b. anticipate questions concerning activities being observed and participate in discussion.
  - c. discuss guidelines for behavior on the trip
    - -dress and grooming
    - -bus behavior
    - -courtesy toward host, chaperones, and each other
    - -obedience of safety rules
  - d. recheck the itinerary and times for arrival and departure

Pre-Field Trip Activities might include

- researching/studying aspects of the job and/or industry to be addressed
- developing questions for the speaker
- identify appropriate dress for trip
- identify what students will be touring and seeing
- identify what information students should be seeking (a printed information or question page may be helpful for students)

Post-Field Trip Activities might include

- interviewing others in similar occupations/industries
- role playing the career
- additional research
- read stories about the same occupations or industries
- activity summaries
- comparing jobs, environments, required education/training, etc. (a good use for student completed question page)
- analyze how the business affects local/state economy
- define and list all aspects of the industry

Student Name______________________________ Date_____________

WHY WORK?

Directions: Pick three jobs that you have thought about doing when you grow up. List them below. After each job, please put three words from the list below which describe why you would like to be in that job.

JOB	JOB VALUES
______________________	______________________________
	______________________________
	______________________________
______________________	______________________________
	______________________________
	______________________________
______________________	______________________________
	______________________________
	______________________________
	______________________________

1. Money (high salary, good pay)
2. Exciting (new and different things to do)
3. Artistic (draw, sketch, create designs, or pictures)
4. Creative (think up new ideas create new things)
5. Independent (plan your own day, free to work when you wish)
6. Intellectual (solving complicated problems)
7. Leadership (make decisions, tell others what to do)
8. Orderliness (a regular day with a set schedule)
9. Physical (working with your hands, hard manual labor)
10. Productive (production of a product or results in knowing a job has been completed)
11. Recognition (becoming famous, known by a lot of people)
12. Social service (working to help others, giving advice, teaching)
13. Variety (many different activities or problems)

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Student Name________________________________ Date______________

VALUE IN DOLLARS

Directions: Suppose you had the power to set salaries in your community. Give the people listed below a salary according to what you think they deserve. Put this in the column marked "Your Value Judgement".

OCCUPATIONS	YOUR VALUE JUDGEMENTS	ACTUAL SALARY
1. Bus driver		
2. Manager, supermarket		
3. Police officer		
4. Letter carrier		
5. Fire fighter		
6. Electrician		
7. Medical doctor		
8. TV repairperson		
9. Sales clerk		
10. Plumber		
11. Minister, rabbi		
12. Sanitation worker		
13. File clerk		
14. School teacher		
15. Flight attendant		

Finding the facts:

Seek out resources in the school and workers in your community who can give you current salary information for the occupations in the list. Use these resources to get current salary ranges. Use the space to the right of each profession to write in the actual salary range

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Student Name________________________________ Date______________

THE VALUE OF WORK

You have ideas and feelings about the value of work. This exercise will help you to become aware of those values.

Directions: Read the statements in Column 1. Select three statements which best express the way you feel and mark an X by those statements in Column 2. In Column 3 write the name of a profession that you think meets each need.

		In this column put an X next to three statements that best express the way you feel	In this column write the name of a profession that you think meets meets each need
I want to work to:			
1.	Make money		
2.	Become famous		
3.	Feel worthy		
4.	Have power over others		
5.	Learn something new		
6.	Help others		
7.	Develop a particular skills		
8.	fulfill a particular interest (artistic, literary, etc.)		
9.	Make a contribution to society		
10.	Meet new people		
11.	Have freedom on the job		
12.	Have new adventures		

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Student Name___________________________________ Date_______________

SURVEY OF JOB SATISFIERS

Directions: The items listed below are some of the things workers hope to get from their jobs. Please check the appropriate space to indicate whether each one is: Very Important, Somewhat Important, or Unimportant to you.

STATEMENT	VERY IMPORTANT	SOMEWHAT IMPORTANT	UNIMPORTANT
1. Good fringe benefits			
2. Accepted as one of the gang			
3. Admired by other workers			
4. Free from direct supervision			
5. Responsible for problem solving			
6. Assist others			
7. Opportunity to use artistic talents			
8. Feel like you've done a good job			
9. Know your job is permanent			
10. Have a boss who is reasonable			
11. Have people working under you			
12. Be able to establish your own working schedule			
13. Minimum amount of routine			
14. Add to the well-being of others			
15. Create new ways of doing things			
16. Be free to lead the kind of life you enjoy			
17. Feel you have the chance for promotion			
18. Enjoy social activities with colleagues			

STATEMENT	**VERY IMPORTANT**	**SOMEWHAT IMPORTANT**	**UNIMPORTANT**
19. Know that others see your work as needed			
20. Make your own decisions			
21. Are mentally challenged			
22. Add beauty to the world			
23. Try out new ideas and suggestions			
24. Like the setting in which you work			
25. Have regular pay raises			
26. Have coworkers you can count on			
27. Are looked up to in you community			
28. Are your own boss			
29. Use leadership abilities			
30. Improve someone's life by your work			
31. Chance to discover something			
32. Feel relaxed while at work			
33. Are paid enough to live well			
34. Feel like you're part of a team			
35. Be crcognized as an authority			
36. Have freedom in your own area			
37. constantly stretch your limits			
38. Give of yourself to others			
39. Be proud of what you do			

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Student Name________________________________ Date______________

WORK VALUES

Directions: Arrange the following work values according to how important you feel they are for you. List the most important at the top and the least important at the bottom of the list.

1.	Health and safety	1.______________________________
2.	Recognition, prestige	2.______________________________
3.	Privacy, indpendence	3.______________________________
4.	Accomplishment, achievement	4.______________________________
5.	Money, possessions of value	5.______________________________
6.	Family time and harmony	6.______________________________
7.	Management, organize details and work for others	7.______________________________
8.	Variety	8.______________________________
9.	Security, steady, sure job	9.______________________________
10.	Freedom to make decisions and take responsibility	10.______________________________
11.	Companionship, working with others	11.______________________________
12.	self-expression, creativity	12.______________________________
13.	Self-direction	13.______________________________
14.	Self-approval, pride	14.______________________________

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Student Name________________________________ Date______________

INTERVIEW OUTLINE

Directions: Interview an adult and obtain the followwing information.

1. At what age did you hold your first job? (baby-sitting, cutting grass, etc.)

2. How did you find out about your first job?

3. How many different jobs have you had?

4. Do you like your job?

5. What do you like least about your job?

6. What are you responsible for doing on your job?

7. What advice would you give anyone about choosing a career?

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The Nontraditional Challenge

Chapter 5

CREATING OPPORTUNITIES THROUGH CLASSROOM COMMITMENT

The ideal situation for equity involves the total school environment being committed to expanding options for students. This includes everything from changing teaching strategies and counseling practices to modifying administrative policies and increasing parental involvement. However, if only one aspect can be addressed, then a teaching unit on equity must be the focus. Chapter Five offers a basic curriculum unit that can be adapted for any subject area. It provides both an awareness of the limiting effects of stereotyping and an exploration of occupations specific to your program area. By examining the experiences of real people in nontraditional careers, teachers will see the necessity of a classroom where every student is encouraged to succeed based on their unique abilities. This experience will also underscore the need for a safe environment where teasing and harassment are not tolerated. Finally, this unit will help students see the current reality of the workplace and the career options available within this field.

HOW TO USE THESE MATERIALS:

There are eight individual lessons in this basic unit which cover the following topics:

1. Understanding the influence of stereotypes
2. Defining nontraditional occupations
3. Recognizing and overcoming barriers
4. Exploring nontraditional careers
5. Examining advantages of a nontraditional career
6. Identifying nontraditional resources in your community
7. Surveying current trends in your program area
8. Looking to the future

Prior to the introduction of this unit, contact your local equity coordinator or state equity administrator for resources listed. Begin collecting articles and materials to use as supplemental teaching aids.

Have students complete the activity "**Where Are You Now**." At the conclusion of the unit, ask the students how their knowledge and attitudes about nontraditional career options have changed.

WHERE ARE YOU NOW?

The following exercise is adapted from materials developed for the U.S. Department of Labor "Jobs for Progress" project. It is a checklist of activities related to exploring nontraditional careers. Its purpose is to help you determine your readiness to choose between a traditional or nontraditional career.

Place a check mark in the column that most exactly describes the time you have spent on each activity during the past six months.

	Never	Once	Several Times	Often
1. Thought about a career in a nontraditional occupation.				
2. Thought about the advantages of a nontraditional career.				
3. Thought about the disadvantages of a nontraditional career.				
4. Talked about nontraditional jobs with relatives or friends.				
5. Read materials about nontraditional jobs.				
6. Thought about the sex or racial biases that may be related to nontraditional jobs.				
7. Thought about how a nontraditional career might affect my lifestyle (e.g., friends, family life, free time).				
8. Thought about nontraditional careers I would enjoy the most.				
9. Thought about nontraditional careers I would dislike the most.				
10. Thought about how well a nontraditional career would match my interests and abilities.				
11. Talked about nontraditional jobs with employment or vocational counselors.				
12. Talked about nontraditional jobs with persons working in that career field.				
13. Observed activities related to nontraditional jobs.				
14. Learned about the employment demand in nontraditional careers.				
15. Learned about the chances for advancement or promotion in nontraditional careers.				
16. Thought about how nontraditional careers might change in the next ten years.				

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	Never	Once	Several Times	Often
17. Tried out activities related to nontraditional jobs.	____	____	____	____
18. Thought about how to prepare for a nontraditional career.	____	____	____	____
19. Learned how much training is needed to enter a nontraditional career.	____	____	____	____
20. Learned what academic background is needed to enter nontraditional training.	____	____	____	____
21. Thought about how my high school program is/was related to nontraditional careers.	____	____	____	____
22. Talked about nontraditional jobs with teachers of nontraditional courses.	____	____	____	____
23. Learned what licenses or certifications are required for nontraditional jobs and how to obtain them.	____	____	____	____
Totals	____	____	____	____

Instructions:

When you have completed the exercise, count the number of responses falling in either the **Never** or **Once** columns. Enter that total in the space at the bottom between these two columns. Then count the number of responses falling in either the **Once** or **Several Times** column and enter it in the space between those two columns. Finally, count the number of responses falling in either the **Several Times** or **Often** columns and enter it in the space below those two columns.

If your answer to ten or more of the activities is **Never** or **Once**, you are just beginning your exploration of nontraditional careers. You probably will not be familiar with much of the information on nontraditional careers.

If you checked ten or more of the activities in the **Once** or **Several Times** columns, you are ready to do some serious exploration of nontraditional jobs.

If you checked fifteen or more of the activities in the **Several Times** or **Often** columns, you are probably close to a career decision.

If you do choose nontraditional work, it may help you to narrow your specific job interests. If you do not choose nontraditional work, you will know that your choice was thoughtful and informed.

Constance Drake Cauley, *Time for a Change: A Woman's Guide to Nontraditional Occupations,* Tulsa: Ellis Associates, Inc., 1981, pp. 195-197.

UNDERSTANDING THE INFLUENCE OF STEREOTYPES

ACTIVITY 1

OBJECTIVE:

Students will be able to explain how stereotypes place limits on individuals.

INSTRUCTIONAL PRACTICES:

1. Ask students to define "stereotyping" and give examples.
2. Have students discuss how they feel when others make a judgment about them without knowing them. Use several stereotyping statements, including some that might be related to your program area.
3. Have students discuss how these preconceived attitudes can inhibit cooperation among individuals at school, work and in the community.
4. Discuss how success in a variety of life tasks can be inhibited by stereotyped attitudes.
5. Discuss how success can be inhibited when a person has to work with individuals who hold stereotyped attitudes. Discuss teacher/student and employer/employee relationships.
6. Discuss the meaning of these words: bias, prejudice, and discrimination. How do each of these affect work, career, and life options?

EVALUATION:

Students will describe specific examples of bias, stereotyping, prejudice, and discrimination. In addition they will show how changing attitudes and behavior can result in reducing gender bias and stereotyping. Finally they will identify several stereotypes commonly used among their peers and discuss how these help or hinder their interactions in school, work, or leisure activity settings.

RESOURCES:

Transparency with definitions.
Bafa Bafa, game for understanding cultural diversity, available from Simile II, Inc., P.O. Box 910, Delmar, CA 92014 (619-755-0272), Cost $170.00.

Definitions

Discrimination:

The act of treating one party or group differently from the other; usually the discriminated group is treated in a less favorable way.

Prejudice:

A feeling or attitude of hostility, dislike, contempt, fear or anxiety against an individual or a group based on preconceived ideas instead of knowledge or facts.

Sex bias:

Behavior resulting from the assumption that one gender is superior to the other.

Sex-role stereotyping:

Attributing behaviors, abilities, interests, values, and roles to a person on the basis of their gender.

IDENTIFYING NONTRADITIONAL OCCUPATIONS

LESSON 2

OBJECTIVE:

Students will be able to identify jobs that are nontraditional for females and males.

INSTRUCTIONAL PRACTICES:

1. Have students identify which classes in their school would be considered nontraditional for males or females.
2. Have students identify ten jobs which are nontraditional for females.
3. Have students identify ten jobs which are nontraditional for males.
4. Have students select one of the ten jobs they have identified that would be nontraditional for them. Have them research the job to determine if they or other members of their sex could be employed in that job by analyzing the skills required for the job. Consider the following:
    a. The activities of the job.
    b. The skills necessary to carry out each activity.
    c. The training and/or experience needed to develop each skill.
5. Have students discuss the following questions from their research:
    a. Are any skills sex-related, i.e., can they only be performed by one sex? Why? Can you think of any exceptions?
    b. If skills are not sex-related, why are members of one sex not found working in that job?
    c. If skills are not sex-related, can training/education be for members of both sexes? If not, why?
    d. Would you be interested in working at this job? Why or why not?

EVALUATION:

The student will define the term "nontraditional" and name at least three occupations that are nontraditional for males and females. They will describe the skills required for those jobs and explain why those jobs have been categorized as male or female jobs.

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RESOURCES:

Definitions Transparency
Nontraditional Gender Students By Program Area—Secondary and Postsecondary Occupational Programs
Video, "Women Get Ready," Illinois State Board of Education, 100 North First Street, Springfield, IL 62777

RECOGNIZING AND OVERCOMING BARRIERS

ACTIVITY 3

OBJECTIVE:

Students will be able to identify and describe barriers related to entering and advancing in a nontraditional field.

INSTRUCTIONAL PRACTICES:

1. Have students discuss possible barriers to entering a nontraditional career.
2. List the barriers and discuss the following:
    a. Who establishes these roadblocks?
    b. How do these roadblocks impact a person's career options?
    c. What are the ways I reinforce these barriers for myself and others?
    d. How can these roadblocks be removed?
    e. What barriers exist that keep a person from advancing in their career?
3. Have students interview a male and a female in a nontraditional career. Compare the barriers faced by both. Are there differences? Why or why not?
4. Sexual harassment can be a powerful barrier to success in a nontraditional career. Give some examples that might occur on the job. Role play appropriate ways to handle sexual harassment as a student, teacher, and employer.
5. To expand this activity have students compile a strategy list of effective ways to overcome job related barriers and problems.

EVALUATION:

The student will list specific barriers to nontraditional careers and ways to overcome these.

RESOURCES:

Chapter 3, Learning Environment section, pages 3-41 through 3-70.
"Are You An Equity Pioneer?" *American Careers*, Fall 1991.

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Are You An Equity Pioneer?

Does the word pioneer conjure up images of early settlers struggling in an unfamiliar land? Today, there is a new breed of pioneers who are changing America's work force. Some of these pioneers might be in your school, classroom or neighborhood. Perhaps you have what it takes to be a twentieth century pioneer like Chris and Scott.

Chris is definitely an equity pioneer. As the only female in her school's welding program, she is breaking ground for other women who have similar high aspirations. As a young child Chris admired her older brothers' ability to build model airplanes, but could never convince her family that a girl could do that, too. As soon as she earned her own money, she bought her own kits and completed projects equal to her brothers. In her welding class, Chris gets a lot of teasing about her work. But she has outstanding mechanical skills. Her sense of humor and persistence keep her focused on her goal of becoming an aeronautical engineer. She knows she will be well paid for her efforts.

Equity Pioneer Profile

Persistent
Innovative
Open Minded
Non Conformist
Energetic
Eager
Resourceful
Sincere

Scott is active in sports, scouts, jazz band, and choir. Looking at this husky football captain you'd never guess that he is a preschool teacher through the Child Oriented Occupational Program at his school.

You might also be surprised that several child care centers would not hire him because he is not female. As a talented musician and outstanding athlete, Scott has many career options, but his number one goal is to teach special needs students in elementary school. He is the only male student in the program. That's fine, because Scott knows that he can make a difference to so many young children. He also thinks other guys might find success and satisfaction in this career. He is convinced that male preschool teachers are needed as role models to young children.

Today the number of equity pioneers is increasing. You frequently see men as secretaries or nurses and women as mechanics or fire fighters. With the same courage, conviction, and enthusiasm of the early settlers, nontraditionalists are opening new career frontiers. They are breaking barriers and moving ahead. Why don't you join them?

Jenny Erwin, "Are You An Equity Pioneer," *American Careers*, Fall 1991, p. 3.

EXPLORING NONTRADITIONAL CAREERS

ACTIVITY [illegible]

OBJECTIVE:

Students will be able to explore nontraditional careers to see what skills, interests, and abilities are required.

INSTRUCTIONAL PRACTICES:

1. Have students spend some class time in a nontraditional class in their school.
2. Have students identify the skills and abilities which are important in this class.
3. After students have spent some time at a nontraditional class, ask them to share their experiences with the class. Use the following questions as a guide for the discussion:

    a. How did you feel while you were in the nontraditional class?
    b. What skills and abilities are needed for a job in that field?
    c. What skills and abilities do you possess to perform that job?
    d. What additional skills and abilities do you feel you need?
    e. Are the skills needed for that job things you think you can learn?
    f. Why is the class you chose considered traditionally male or female? Is this justified? Why or why not?
    g. Would you ever consider enrolling in this class? Why? Why not?
    h. What did you learn about yourself from this experience?

4. Have students read the article, "Getting Outside Your Comfort Zone". Discuss how this article relates to career choice. Spend time discussing healthy risk-taking and its relationship to personnel growth.

EVALUATION:

The student will describe traits and skills that are necessary for success in a nontraditional career and determine if they have any of these.

RESOURCES:

"Getting Outside Your Comfort Zone," *American Careers*, Fall, 1992.

Getting Outside Your Comfort Zone

When was the last time you did something risky? Were you roller blading, scuba diving, or white water rafting? Did you feel excited and exhilarated by these actions? Too often we associate risk-taking with daredevil activities, but it need not be limited to just these events. Did you know it is important to be a risk-taker in all aspects of your life, not just your fun, adventurous side?

What is a risk-taker? It is any person who is willing to travel outside their comfort zone. Each of us has a different comfort level that we need to expand to maintain good mental health and positive feelings about ourselves. But many times this is not considered in making important decisions, including our career choices. Too often we take the easy route; girls do this when they decide they can't do math and science, and boys do it when they refuse to learn cooking and homemaking skills.

Think for a minute about kids in your school. Do you know someone who is exploring career options outside their comfort zone? It could be Stephanie who is the only girl in your computer drafting class who wants to design cars. Maybe it is Josh, the only guy in your fashion design class who makes all his clothes and has started a successful sewing business. Don't you think it is risky for them to be the only ones to face criticisms and stereotypes? Yet they have chosen the challenge and adventure of a nontraditional class because it is stimulating and energizing for them.

There are no guarantees in risk-taking, only the opportunity to move forward. Each of us falls down while stretching our limits, but there are things to learn and enjoy as we dust ourselves off and try again. We all need models of positive risk-taking, and this begins by greeting each day with the promise to reach outside our comfort zone. What risk will you take today?

How willing are you to take risks?

Try this comfort zone quiz to determine your openness to the nontraditional.

1. Do you know when you get outside your comfort zone?
2. When was the last time you did this?
3. How did you feel about the result?
4. Do you consciously plan activities that stretch you and make you grow outside your comfort zone?
5. Do your current career interests offer adventure, challenge, and satisfaction?

Jenny Erwin, "Getting Outside Your Comfort Zone," *American Careers*, Fall 1992, p. 10.

ADVANTAGES OF A NONTRADITIONAL CAREER

ACTIVITY 5

OBJECTIVE:

Students will be able to identify the positive reasons for selecting a nontraditional career.

INSTRUCTIONAL PRACTICES:

1. Show the video, "Going Against the Grain," and discuss why the title was used as a theme for this production.
2. Have students research some other popular song titles that might be the theme songs for a video on nontraditional jobs.
3. Have students compile a list of benefits of working in a nontraditional career. Use "Going Against the Grain" worksheet to discuss nontraditional careers.
4. Have students discuss if the advantages are the same for male and female students.
5. Have students interview classmates in nontraditional classes or people in the workplace to determine what advantages they see in this work.
6. Discuss the role of media in showing advantages or disadvantages of nontraditional careers.

EVALUATION:

The students will list the advantages of choosing a nontraditional career and determine if this is an area they want to explore further.

RESOURCES:

"Going Against the Grain," Frank Holck, 3056 East Edgewood, Mesa, AZ 85204.
Going Against the Grain, Nontraditional Careers in Arizona, worksheet.

Going Against the Grain
Nontraditional Careers in Arizona

- AIRCRAFT MECHANIC
  Advantages:
  Disadvantages:
- POLICE OFFICER
  Advantages:
  Disadvantages:
- PRESCHOOL TEACHER
  Advantages:
  Disadvantages:
- TRUCK DRIVER
  Advantages:
  Disadvantages:
- NURSE
  Advantages:
  Disadvantages
- PEDIATRICIAN
  Advantages:
  Disadvantages:

Which of the above careers generally attracts males?

Which of the above careers generally attracts females?

What are the advantages and disadvantages of each, regardless of gender?

What is the common message given by all the people featured in the video?

IDENTIFYING NONTRADITIONAL COMMUNITY RESOURCES

ACTIVITY 6

OBJECTIVE:

Students will be able to identify community people who work at nontraditional jobs.

INSTRUCTIONAL PRACTICES:

1. As a class activity, brainstorm and list names and occupations of people in their community who have nontraditional jobs. Try to find role models representing the class students are taking.

2. Ask each student to choose one of these individuals to interview using the sample interview questionnaire. Their information might be used to design role model cards like those that appear in Chapter 7 or a book on community resources for the school's career center.

3. Invite several of the role models to serve on a panel in the classroom and have students facilitate the discussion. If possible, videotape the activity.

4. To expand this activity, have students research individuals outside their community who are in nontraditional jobs (e.g., celebrities, government officials, business people, etc.) by reading about them, watching TV, or interviewing them.

EVALUATION:

The student will describe the reality of working in a nontraditional job and explain why people have made these career choices. They will list some of the resources for nontraditional career options within their community.

RESOURCES:

Chapter 7, role model information, pages 7-4 through 7-18
Nontraditional Interview Questionnaire

Nontraditional Interview Questionnaire

NAME
JOB TITLE
COMPANY
SALARY RANGE
AGE
YEARS IN THE FIELD

1. Why did you select your career?

2. Do you think your job requires special skills or abilities? What are they?

3. What education and training are required for this job?

4. Are there any special problems you face in this career?

5. What are the biggest barriers to your success?

6. Are there any special advantages of working in this career?

7. What do you enjoy the most about your job?

8. What is the one thing you would change about your work?

9. Would you choose this career again? Why or why not?

10. What resources have helped you succeed in this field?

11. What are your goals for the future?

12. What advice would you give to someone considering this nontraditional field?

EXAMINING CURRENT TRENDS IN YOUR PROGRAM AREA

ACTIVITY 7

OBJECTIVE:

Students will be able to explore nontraditional career options and trends in their current vocational class.

INSTRUCTIONAL PRACTICES:

1. Have students bring in classified section of paper to identify job opportunities in their program area.
2. Have students identify if these jobs are traditionally held by males or females and discuss the salaries and benefits. Use the Nontraditional Careers for Women & Men worksheets in the discussion. Design a similar list based on your program area.
3. Have students bring in articles/resources showing nontraditional workers in this field.
4. Have students answer the following questions about this program area.
    a. What is the most positive aspect of a career in this field?
    b. What is the employment outlook for this field?
    c. Was it difficult or easy to find resources?
    d. Are there many nontraditional workers entering this occupation? Why or why not?
    e. Is this a local or national trend?
    f. What resources are available to assist other nontraditional workers entering this field?
    g. Who is the usual spokesperson for this industry?
    h. Are there any examples of this changing? Why? What is the reaction to this?
5. Collect flyers and employment information on national trends in this area. How does Arizona rank in getting nontraditional workers in this field?

EVALUATION:

The student will identify career opportunities and employment trends for both males and females in this program area.

RESOURCES:

Local newspaper and state employment agency materials.
Nontraditional Careers for Women & Men worksheets.

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Nontraditional Careers for Women

	SALARIES	TRAINING PROGRAMS
• Construction Laborers	$11.02 - 20.20 per hour	None required
• Mechanics and Repair	$14,000 - 42,000	2 year programs; apprenticeships
• Electronics Technician	$22,524 - 29,292	1 and 2 year programs
• Computer Maintenance	$16,000 - 23,000	6 months - 2 years
• Fire Fighters	$13,500 - 32,600	1 year program; apprenticeships
• Water & Waste Tech.	$24,284 - 27,200	On-the-job and formal training
• Robotics	$16,000 - 30,000	1, 2, and 4 year programs
• Carpentry	$8.00 - 20.00 per hour	Apprenticeship programs
• Welding	$16,000 - 25,000	1 & 2 year programs; apprenticeships
• Tool and Diemaking	$22,256 - 31,772	1 & 2 year programs; apprenticeships
• Machinist	$12.00 - 22.00 per hour	1 & 2 year programs; apprenticeships
• Machine Tool Operation	$14,924 - 25,428	On-the-job; apprenticeships
• Drafting/CAD	$18,000 - 29,000	3 months - 4 year programs
• Small Engine Repair	$7.50 - 11.00 per hour	3 months - 1 year training
• Bricklayer	$8.00 - 21.00 per hour	2 year programs; apprenticeships
• Auto Body Repair	$20,956 - 27,900	1 & 2 year programs; on-the-job training; apprenticeships
• Aircraft Mechanics	$7.50 - 17.00 per hour	Graduation from FFA school
• Heating & Cooling System Mechanics	$8.00 - 18.00 per hour	2 year programs; apprenticeships
• Engineering	$30,526 - 39,000	Bachelor's Degree

Source: HORIZONS *Occupational Information*. 1992 Edition.

Nontraditional Careers for Men

	SALARIES	TRAINING PROGRAMS
• Nursing (RN)	$25,605 - 34,300	2, 3, and 4 year programs
• Certified Nurse Assistant	$16,968 - 21,504	3 months - 1 year programs
• Travel Services Marketing	$12,000 - 21,000	1 and 2 year programs
• Physical Therapy	$24,828 - 32,544	Variety of programs include class & clinical experience leading to B.S.
• Child Care	$8,164 - 13,884	1 and 2 year programs
• Legal Assistant	$18,924 - 29,652	Variety of programs
• Librarian	$21,564 - 35,124	Master's required
• Cosmetology (Hair Stylists)	$12,000 - 13,000	Nine months (1,500 hours)
• Dental Assistant	$15,636 - 19,320	On-the-job or 9-15 months
• Dental Hygienist	$18,036 - 19,320	2 - 4 year programs
• Radiologic Technologist	$17,534 - 31,548	2, 3, and 4 year programs
• Surgical Technician	$15,000 - 23,000	9 - 24 months
• Medical Lab Technician	$16,068 - 23,652	1 and 2 year programs
• Medical Records	$19,668 - 25,044	1 and 2 year programs
• Bookkeeping	$13,848 - 19,320	High School diploma
• Court Reporting	$22,525 - 29,290	2 year programs
• Secretary	$12,948 - 18,876	1 and 2 year programs
• Elementary Teaching	$17,600 - 25,828	Bachelor's Degree
• Flight Attendants	$12,090 - 14,640	Company training programs

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Source: HORIZONS *Occupational Information*, 1992 Edition.

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FUTURE FORECASTING ACTIVITY 8

OBJECTIVE:

Students will be able to describe a future with truly equal employment opportunities.

INSTRUCTIONAL PRACTICES:

1. Ask student to generate a list of all the aspects of home, family, and work life that would be affected if, by the year 2000, we were to achieve total equality of employment opportunities.
2. In teams of two, have students select one aspect from the list and expand with the team's vision of how things would be different.
3. Share results with the entire group.
4. Identify where students could start to bring about some of these changes.

EVALUATION:

The student will identify the factors that need to be present for all individuals to have access to jobs, education, and opportunities. They will list the effects of total equality in family and work life in the year 2000. They will generate ideas for reaching this goal.

RESOURCES:

Bingham, Mindy, and Sandy Stryker, *Career Choices—A Guide for Teens and Young Adults*, Able Publishing, 3464 State Street, Santa Barbara, CA 93105.

Bingham, Mindy, and Janet Goode, editors, *Possibilities—A Supplemental Anthology for Career Choices*, Able Publishing, 3464 State Street, Santa Barbara, CA 93105.

JOB SHADOWING

Job Shadowing is one of the most popular work based learning activities because it provides students with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention.

JOB SHADOWING

Job shadowing is one of the most popular work based learning activities because it provides students with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention. Use example forms included in this section to create materials that meet the particular needs of your system.

DEFINITION OF JOB SHADOWING

Job shadowing is typically a part of career exploration activities in late middle and early high school. A student follows an employee at a firm for one or more days to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school.

Competency-based education experiences which occur at a work site but are tied to the classroom by curriculum which coordinates and integrates school-based instruction with work site experiences. Job shadows involve student visits to a variety of work places, during which time students observe and ask questions of individual workers. Unlike field trips, students play an active role in learning. Classroom exercises conducted prior to and following the job shadow are designed to help students connect their experience to their course work and relate the visits directly to career pathways, related skills requirements, all aspects of an industry, and post-secondary education options.

- ☞ Commitment varies from one hour to one full day per student
- ☞ Provides students a realistic view of a specific job
- ☞ Allows student to observe employees on the job
- ☞ Students are allowed time to ask questions
- ☞ Students may be required to complete related class assignment (journal, questions, etc.)

MARCO'S STORY

One of the career fields Marco identified through career exploration and research was interior design. Marco's experiences in art and mathematics classes left him with the idea that he was well suited to the field of interior design. For his job shadow experience, Marco arranged to spend a day at an interior design studio. Before his trip to the design studio, he researched the field of interior design and developed a list of questions for his host.

When he arrived at the studio, Marco's host "interviewed" Marco, asking him about his training and experience in interior design, and then suggested things Marco could do to prepare himself for a job in interior design. Following the interview, Marco was given a tour of the studio and met and observed several employees as they worked on different projects. Marco spent the next several hours shadowing his host as she went about her day-to-day activities. During the time he asked questions about career opportunities in the interior design career field and saw what a career in interior design might look like.

Following his shadowing experience, Marco sent a thank you letter to his host, detailing some things he learned during his visit. He also prepared a presentation for his art class on the field of interior design, using information gathered through his research and job shadowing experience.

SETTING UP A JOB SHADOWING EXPERIENCE

Identifying Host Sites

For more detail information on this subject, see the Marketing section of this manual.
The first step in setting up a shadowing experience is finding employers who are willing to host students. Many districts mail interest forms to different organizations within the community to establish a pool of possible sites. Students may also identify possible sites on their own or with the help of parents.

Making Appointments

For many students, contacting the organization and setting up dates and times to visit can be valuable part of the learning experience. If the student already has a contact within the organization, encourage him or her to make connections through that person. If necessary, provide the student with the name and number of a contact person. Make sure that the job shadow coordinator is aware of the arrangements that have been made.

Confirming Plans

Students should contact the host to confirm arrangements and answer any questions about job shadowing.

Preparing Students

Students need to be thoroughly prepared before they go out on a job shadow. In addition to classroom preparation that focuses on research and exploration, there are practical concerns to be addressed as well. Many districts provide students with job shadow kits that contain a combination of the following:

- **Permission Slips**: Your district may require a variety of permission slips for activities which take students off school property. Permission slips are the most effective means of making sure that students, parents and teachers are informed about the activity.
    - **Parents**—Parents should know where their children are going and why. Some districts include permission slips at the end of an informative letter about the job shadow experience. Permission slips should also cover transportation needs and medical emergencies.
    - **Teachers**—Students should also be given a form on which each of their teachers can indicate that they have been informed about missed class time and provide instructions for make-up work.

- **Outline of dress and behavior expectations.** While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the problem and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should be informed about sexual harassment issues.

- **Questions to ask during the visit.** Students won't always know what questions to ask of their host. It may be helpful to provide students with a list of questions about career opportunities, educational requirements and job descriptions. These questions may also be used as research information in a follow-up activity or as the foundation for further exploration.

- **Checklist.** Give students a checklist which includes everything they need to do to prepare for the job shadow. Preparing a resume, getting permission slip signed, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- **Thank you letter instructions.** A thank you letter to the job shadow host is very important. Many districts provide students with a sample thank you letter to use as a model. Encourage students to include at least one thing they learned or one classroom lesson that was reinforced during the visit. Thank you letters should be reviewed by a teacher prior to being sent to ensure grammatical correctness, etc. (perhaps as part of a class assignment).

- **Evaluation materials**. Ask students to evaluate their shadowing experiences. Evaluations can also be included as part of a follow-up activity in which students write or talk about their experiences.

Preparing Employers

Employers must be thoroughly prepared for the job shadowing experience. Make sure that employers are aware of everything that they are expected to do. Many districts prepare a handbook for employers which contains a combination of the following:

- **An overview of legal responsibilities.** Although the job shadow is less complicated legally that other work based learning activities, there are still some legal issues that employers should know. Make sure that job shadow hosts understand potential liabilities in advance.

- **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind hosts that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.

- **Activity suggestions.** If time allows, hosts should conduct mock interviews as a means of making the experience realistic for students. Hosts should also try to give students an accurate representation of the day-to-day activities of the work site by following their normal routines as much as possible.

- **Use of basic skills.** Encourage employers to emphasize the ways in which mathematics, language, science, writing, listening and interpersonal skills are used in the workplace.

- **Checklist.** Employers will probably find a checklist very useful. Checklist items might include: arranging parking, assigning hosts to individual students, preparing to interview students and informing other members of the organization about impending activities.

- **Copies of student questions.** Help employers to be better prepared by letting them know what kinds of questions students will be asking.

- **Evaluation materials.** Employer response to the job shadow program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the job shadowing experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the shadowing experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be shadowing
- Students write about their preconceptions and expectations for the job shadow
- Students prepare questions to ask their hosts based on their research and writing
- Students and teachers discuss professional standards for behavior and dress
- Teachers emphasize practical applications of the concepts and skills they teach in class

On-site Activities

- Students ask hosts about the ways in which different academic subjects relate to their work
- Students observe practical applications of academic concepts
- Students ask hosts about their career paths and suggestions they have for others who are interested in the field

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students write, revise, and send thank you letters to employers
- Students continue their career research in light of what they have learned during the job shadow experience

Excel 21

Job Shadowing Program

Student Kit

Excel 21

Job Shadowing Program
Dysart High School

INTRODUCTION

You are the first to participate in Dysart's job shadowing program. This tells you a little bit about the program.

The program gives you a chance to learn about what someone actually does in a job that is of interest to you. Job shadows will provide you with an opportunity to see firsthand the kind of jobs that exist in your cluster. You will do at least one job shadow within your cluster.

Different employers will be recruited by our Business Partnership Coordinator to make their employees available to DHS students for job shadow experiences. These employees are interested in sharing information about their jobs and helping you learn about different career opportunities.

WHAT IS A JOB SHADOW?

Your job shadow will involve spending approximately three hours observing one or more people while they work at their jobs. Your goal will be to learn as much as possible by observing, listening, asking good questions, and taking good notes. We will help you to prepare for your job shadow, but you will have to fulfill your responsibilities.

WHAT IS IN IT FOR ME?

You may be wondering how the job shadow will help you in your education. Here are a few things that you will gain from your job shadow:

- You see first hand what really goes on in the work place.
- You may have the opportunity to travel to other parts of the city.
- You can explore a career in which you might have an interest.
- You will meet interesting people that may help you with future jobs.
- You will understand what is needed to get a different job.
- You will learn part of the process of career exploration.
- You will have fun!

Excel 21

Dysart High School

Important Steps in the Job Shadow Process

Before Job Shadow:

1. Student is introduced to the job shadow concept in Junior English or American History class/Senior English or government class. Job Shadowing benefits and responsibilities are discussed.
2. Student obtains permission from a Junior or Senior teacher (their sponsoring teacher) to participate in job shadow via Cluster Teacher Permission Form. Student signs "Student Contract on reverse side of form and returns to Career Center.
3. Students are recruited to fill job shadow openings/an vice versa.
4. Student records transportation plan on "Parent Permission Slip". Student has Parent Permission Slip signed by parent or legal guardian. Student obtains permission from other teachers in other classes that will be missed because of job shadow. Teachers provide signature of approval on reverse side of Parent Permission Slip. The signed form is returned to Career Center.
5. Student confirms appointment with employer in Career Center. Question Sheet, transportation plan and all responsibilities in Job Shadow Kit are reviewed.
6. Students are reminded of the fundamentals of job shadows (appropriate dress, behavior, etc.)

Day of Job Shadow:

1. Student attends job shadow. S/he brings paper, pen or pencil, business card, question Sheet, Employer Survey, and stamped self-addressed envelop.
2. Student listens, observes, asks questions from Question Sheet and other original questions.
3. If student returns to school the day of job shadow s/he checks in with Career Center. If the student does not return to school that day s/he checks in the following school day.

Day after Job Shadow:

1. Student submits Thank You Letter, pre-addressed envelope, completed Question Sheet, and Reflection Sheet to Career Center.
2. Career Center completes student checklist and informs sponsoring teacher of student's job shadow status. If student has not fulfilled requirements, sponsoring teacher will assist in motivating students to complete their assignments.

Excel 21

Job Shadowing Program
Dysart High School

Student Questions for Employers

The student will be required to ask the following questions of the host employer during the job shadow. It would be helpful to the student if you allow time during the job shadow for the student to ask these questions and take notes.

Please note that students are also encourage to ask their own questions during the job shadow. Some students will show more initiative that others in this area.

1. What is the main purpose of this organization?
2. What are the responsibilities of your department?
3. What are your responsibilities?
4. What other people do you work most closely with?
5. How are computers used in this job?
6. What type of education or training do I need to do this job?
7. What type of education or training have you had?
8. How did you decide to do this type of work?
9. Will there be many jobs like yours available in the future?
10. What do you like most about your job?
11. What do you like least about your job?
12. What is the salary range for someone working in this field? (What is the average starting salary?)
13. Do you have any advice for me as I consider career choices?

Excel 21

Job Shadowing Program
Dysart High School

Student Reflection Sheet

1. What type of work did you observe during your job shadow?

2. Describe your job shadow site.

3. What did you like best about your job shadow experience?

4. What surprised you most about the experience?

5. What do you think was the most important thing you learned from the experience?

6. Would you consider working in this field? Why or why not?

7. Write a brief summary about what your job shadow meant to you? (continue on back if needed)

Excel 21

Job Shadowing Program

Employer Kit

Excel 21

Job Shadowing Program
Dysart High School

Employer Overview

Background

Dysart High School's junior and senior classes are participating in a job shadow program as part of the school's Excel 21 project for educational excellence. Job shadows are a part of our career exploration program aimed at better preparing students for the work force of the 21st century. We hope to give our students a look at what goes on a the job site and to make classroom learning more relevant to what goes on in the "real world".

What is a Job Shadow?

A job shadow is an opportunity for a Dysart student to spend approximately three hours with one or more employees at a business, non-profit organization , or government agency. The objective is to provide the student with an opportunity to learn as much as possible from a person working at a job in which he/she has expressed an interest. By "shadowing" a worker, the student will get a firsthand perspective of what adults do in the world of work.

During job shadows host employers are encouraged to perform normal work activities with a willingness to talk to students about their work and its significance in the organization. Students are encouraged to ask questions of their host employer(s) such as "What do you like about your job?" or "What kind of training do you need?" Students are not expected to do "real work", but opportunities that allow for a brief contribution are appreciated.

It is important to note that your willingness to accept a student into your world will be a big boost for his/her self-esteem. For many students this job shadow will be their first entry into the "real world" as well as the first time they leave their "comfort zone".

EXPECTATIONS OF EMPLOYER:

1. Accept a phone call from a student seeking to confirm a job shadow appointment with you.
2. Simply be yourself and let the student observe you at work. Explain the important aspects of your job and how you relate to others in the organization. Answer the student's questions as best you can.
3. Complete a brief evaluation of the job shadow experience. (5 minute questionnaire)

EXPECTATIONS OF STUDENT:

1. Call employer to confirm appointment.
2. Arrange transportation to and from job shadow.
3. Dress appropriately. Ask relevant questions of host employer and report back using designated forms. Obtain signature of employer to verify the experience. Thank employer.

OTHER INFORMATION:

Students are on a limited time schedule. The will be excused from school for time spent on the job shadow and for time traveling to and from the work site. Job shadows are to be completed Monday through Friday from 8-4.

HOW TO GET INVOLVED:

Simply fill out the attached form and return it to Dysart High School or call Jim Braden for more information (977-7281)

Excel 21

Dysart High School Job Shadowing Program

EMPLOYER PARTICIPATION FORM

______Yes! I am interested in participating in Dysart High School's Job Shadowing Program. You have my permission to have _____ students(s) from Dysart contact me about a job shadow.

signature

date

Please complete the following information and return this form to:

Dysart High School
11405 N. Dysart Road
El Mirage, AZ 85335
Attention: Judy Alkire

NAME:

TITLE:

ORGANIZATION:

ADDRESS

(street, city, state, Zip)

TELEPHONE #:

BRIEF DESCRIPTION OF YOUR JOB:

BRIEF DESCRIPTION OF YOUR ORGANIZATION:

BEST TIME TO CALL ME:

I WOULD PREFER TO HOST A STUDENT DURING
_____MORNING HOURS _____AFTERNOON HOURS ______EITHER

OTHER PEOPLE FROM MY ORGANIZATION THAT MIGHT BE INTERESTED IN

PARTICIPATING:

Excel 21

Job Shadowing Program
Dysart High School

EMPLOYER JOB SHADOW EVALUATION

We appreciate your taking time to host Dysart students at your place of work. We are very interested in the long term success of our program and would appreciate your taking a few minutes to share your assessment of the job shadow experience(s). Your feedback will be very valuable as we plan our future programs.

YOUR NAME: ______________________ PHONE: ______________

TITLE: ______________________

COMPANY: ______________________

NAME OF STUDENT: ______________________ DATE OF JOB SHADOW: ______________

Using the following scale of 1-4 please rate the student in the following areas:

4 - Exceeds Expectation 3 - Meets Expectation 2 - Below Expectation 1 - Needs improvement

1.	Punctuality:				
	Reported to Job Shadow at appropriate time	4	3	2	1
2.	Professional Appearance:				
	Dressed appropriately	4	3	2	1
	Groomed appropriately	4	3	2	1
3.	Professional Conduct:				
	Confirmed appointment in professional manner	4	3	2	1
	Behaved in a professional manner at the work side	4	3	2	1
4.	Communications:				
	Related well to host and others	4	3	2	1
	Asked appropriate questions	4	3	2	1
	Demonstrated interest in the experience	4	3	2	1
	Overall evaluation:				
5.	Student seemed to benefit from the experience	4	3	2	1

6. Do you have any suggestions for improving our job shadowing program?

7. Would you be willing to host another student in the near future?

8. Comments:

Please feel free to offer any additional comments on the back of this form.

Please return to: Dysart High School
11405 N. Dysart Road
El Mirage, AZ 85335
602-977-7281

ROOSEVELT HIGH SCHOOL JOB SHADOW PROGRAM

IMPORTANT STUDENT RULES

1. You must have approval from your survey/pathway teachers, parents, and the Work-Based Learning Office before you can participate in a job shadow.

2. You must complete all of the listed requirements. (before, day of, day after).

3. Under no circumstances are you to simply "not show up". In the event that your are unable to attend, please call your employer contact and the Work-Based Learning Office.

4. All rules of conduct that exist in school will also exist during the job shadow experience. Any students that break the rules will be disciplined in the same way they would be at school.

5. Remember that you represent Roosevelt High School and that your conduct during job shadows will affect your classmates and others in the building. If you make a bad impression we all suffer. If you make a good impression everyone succeeds.

ROOSEVELT HIGH SCHOOL JOB SHADOW PROGRAM

PHONE SCRIPT

"May I speak with ______________________________, please ?

Hi, my name is _________________________________ calling from

Roosevelt High School to confirm my Job Shadow appointment on

_______________, ______________ from _____________ to _____________.
(day of week) (month & day) (beginning time to end time)

Thank you and I look forward to meeting you".

Or, if your contact person is not available, ask if you can leave a message and leave the same information written above.

You do not need to leave a telephone number. If they ask for a number, give them the phone number of the Work-Based Learning Office. You can also let the person know that there is no need for your host to call your back.

Cottage Grove High School Job Shadow Program

Employer Participation Form

YES! My business/organization is interested in participating in Cottage Grove High School's Job Shadow Program.

Please complete the following information and return this form to:

Cottage Grove High School
1000 Taylor Avenue
Cottage Grove, OR 97424
Attention: Job Shadow Coord.
FAX: 942-7492

Company Name: ____

Type of Business: ____

Contact Person Address: _______________________________________

Phone Number: ____

Brief Description of Your Job:

Brief Description of Your Organization:

Best Time To Call: _______________

I would prefer to host a student(s) during:

_____ morning (8 - 12) _____ weekdays M Tu W Th F
_____ afternoon (12 - 4) _____ weekdays Sat Sun

Other people from my organization who might be interested in participation:

☐ Our business has not been cited for state or federal safety and health violations during the past five years.

Note : If you can return this form via FAX (503) 942-7942, it would be greatly appreciated.

Cottage Grove High School Job Shadow Program
Employer Overview

Background:
Cottage Grove High School's CIM Block classes are participating in a job shadow program. Job shadows are part of a World of Work program aimed at better preparing our students for the work force of the 21st Century. We hope to make classroom learning more relevant to what goes on in the "real world".

What is a Job Shadow?
A job shadow is an opportunity for Cottage Grove CIM block student to spend approximately three hours with one or more employees at a business, non-profit organization or government agency. The objective is to provide the student with an opportunity to learn as much as possible from a person working at a job in which he/she has expressed an interest. By "shadowing" a worker, the student will get a first-hand perspective of what adults do in the world of work. Additionally, the student will better understand the process of career exploration.

During a job shadow, host employers are encouraged to perform their normal work activities with a willingness to talk to students about their work and its significance in the organization. Students will be encouraged to ask questions of their host employer(s) such as "What do you like about your job?" or "What kind of training do you need?" Students will not be expected to do "real work", they are there to observe only.

It is important to note that your willingness to accept a student into your world will be a big boost for his/her self-esteem. For many students this job shadow will be their first entry into the "real world" as well as the first time they leave their "comfort zone".

Expectations of Employer:

1. Accept a phone call from the Work Based Learning Coordinator to confirm a job shadow appointment with you.
2. Simply be yourself and let the student observe you at work. Explain the important aspects of your job and how you relate to others in the organization. Answer the student's questions as best you can.
3. Complete a brief evaluation of the job shadow experience. (5 minute questionnaire.)

Expectations of Student:

1. Check with Work Based Learning Coordinator to confirm job site location and appointment.
2. Arrange transportation to and from job shadow site.
3. Dress appropriately. Ask relevant questions of host employer and report back using designated forms. Obtain signature of employer to verify the experience. Thank employer.

Other Information:
Students are on a limited time schedule. They will be excused from school for time spent on the job shadow and for time traveling to and from the work site. Job shadows are to be completed Monday through Friday from 8 - 4.

How Do I Get Involved?
Simply fill out the attached form and return it to Cottage Grove High School or call the Work Based Learning Coordinator at (503) 942-3391 or FAX (503) 942-7492

SPRAGUE HIGH SCHOOL
Gil James, Principal
2373 Kuebler Blvd. S • Salem, Oregon 97302-9404
(503) 399-3261

Homer Kearns, Superintendent

Spring 1994

Dear Parent:

As Sprague addresses The Oregon Education Act for the 21st Century, it is apparent that the community will become a very important learning resource for our students. Sprague's new Career Services Center is the result of a partnership with the State of Oregon Employment Department. Ten classes at Sprague have been targeted as primary program participants this year, as a pilot project, to shadow in the community. Next year, the project will expand to the other four local high schools, and to the entire sophomore class at Sprague.

Your son or daughter will experience a job shadow opportunity in a local business as part of his/her classroom requirement. The information gleaned from this experience should relate to the coursework and will be shared with other students through oral or written reports....assignments designed by the classroom teacher. Students will develop interview skills as they apply for the job shadow opportunity. The shadow experience should be a minimum of three hours.

Both the interview and the job shadow opportunity may take place after school, if most convenient, or the student may be excused from morning or afternoon classes to take part in this activity. Please discuss transportation with your son or daughter. If transportation is a problem the student should confer with our staff for solutions. Expanded community-based learning opportunities are available later in the school year if your son or daughter is interested in them....including internships, senior projects, mentoring, and structured work experience.

Please call our office if you have any further questions.
(399-5546)

Sincerely,

Mary Helen Socolofsky
Community Coordinator

ROOSEVELT HIGH SCHOOL JOB SHADOW PROGRAM
JOB SHADOWING PROCEDURES / PARENT AUTHORIZATION

Learning about business is simpler for students who, through observation or otherwise, gain an understanding of how the world of business works.

Businesses have offered students opportunities to visit to gain an understanding of what a typical business day is like for workers and how they accomplish their work. Each business has a person who is knowledgeable and who will be the student' host. School personnel may not have visited the business site, may not have met the hosts, will not be present when student is at the site, and will not supervise the visits. Students will shadow their hosts for part or all of the day. In order to take part in the program, students must:

1. Have written permission from their parents/guardians.

2. Have contacted their hosts so that the students know the times they are expected.

3. Have planned transportation via public transportation or parent approved transportation and submitted this plan to the school. Students are responsible for lunch money.

4. Parents must approve of the travel plan.

Student's Name: ____

Job Shadow Site: ____
Address: ____
Date of your visit: ____

Travel Arrangements-explain travel plan below:

____

I, ______________________________, give permission for my son/daughter ____________________(name) to be released from school to visit the site listed above for the purpose of job shadowing and agree with the travel arrangements listed. I understand that school personnel may not have visited the site, may not have met the host, will not be present when student is at the site, and will not supervise the visits.

____
Parent Signature Date

RETURN THIS FORM WITH ALL SIGNATURES AT LEAST 5 DAYS BEFORE YOUR VISIT SO YOU WILL BE CLEARED WITH ATTENDANCE.

ROOSEVELT HIGH SCHOOL JOB SHADOW PROGRAM
TEACHER PERMISSION SLIP

I authorize ______________________________ (name of student) to be excused from my class to participate in a job shadow on the date outlined below. The following rules apply.

1. Students must have all teachers sign permission slip for classes that will be missed.
2. Student agrees to be responsible for all make-up work within 48 hours or receive a zero (0) for work missed.

Job Shadow Location:______________________________________

Date: ______________________________

Time: ______________________________

Teacher Permission:	Make-up Required	
	Yes	No
1. ______________________________	___	___
2. ______________________________	___	___
3. ______________________________	___	___
4. ______________________________	___	___
5. ______________________________	___	___
6. ______________________________	___	___
7. ______________________________	___	___

JOB SHADOW AGREEMENT

As a volunteer in the Career Mentor Program, I ____________________
(name)

Business Address ____________________

Work Phone ____________________

- Will participate in the program for the pre-designated length of time.
- Will be at my place of business at the scheduled time of the student visit.
- Will keep the student's safety in mind at all times.
- Will be prepared for each visit with any career information that I think important.
- Will notify the Carl Perkins Career Team of any changes in my phone number, problems, schedule or employment.

Barbara DePue - 399-3074 Cellular - 931-8850
Chuck Schumacher - 399-3074 Cellular - 559-5316

Date	Signature
Career Mentorship Start Date	Ending Date

Name:________________________
AM Block/PM Block
Date:________________________

Cottage Grove High School Job Shadow Program

Student Questions for Employers Sheet

The following guidelines should help you to get the most out of your job shadow experience. You should try to ask as many of these questions as possible, but feel free to ask other questions that might also be appropriate.

1. What is the primary mission of this organization?

2. What are the responsibilities of your department?

3. What are your responsibilities?

4. How does your job relate to the overall organization?

5. What other people do you work most closely with?

6. Are computers used on the job? If so, in what capacity?

7. What type of education and/or training does one need to do the job? What type of education/training you had?

Student Questions Sheet page 1

8. How did you decide to do this type of work?

9. What do you see as the demand for jobs like yours in the future?

10. What do you like most about your job?

11. What do you like least about your job?

12. What is the salary ranges for someone working in this field? (What is a typical starting salary?)

13. Do you have any advice for me as I consider career options?

14. Anything else that you find interesting! (Write on back if necessary.)

****

_______________________________has successfully completed a job shadow with me today.
(Student Name)

____
Employer Signature

____
Title

____
Date

____
Organization

Student Question Sheet page 2

Cottage Grove High School Job Shadow Program
Student Reflection Sheet

Please use complete sentences when filling out the information below:

1. What type of work did you observe during your job shadow?

2. Describe your job shadow site.

3. What did you like best about your job shadow experience?

4. What did you like least about your job shadow experience?

5. What surprised you most about the experience?

6. What do you think was the most important thing that you learned from the experience?

7. Would you consider a career in this field? Why or why not?

8. Comments:

Cottage Grove High School Job Shadow Program

Thank You Letter Guide

Remember that writing a thank you letter to your job shadow host is very important to the success of our program. Write your letter and prepare and envelope the same night that you do your job shadow. It is important to return your note to the Work Based Learning Coordinator the following day.

When you write your letter remember to do the following:

1. Be neat.
2. Watch your spelling.
3. Begin your letter with a sentence that specifically thanks the employer for allowing you to spend time at his/her place of work. For example, "Thank you for taking time out of your schedule to meet with me during my job shadow yesterday."
4. State something specific that you learned or enjoyed during the job shadow. For example, "I learned a great deal about how an engineer uses computers and I really enjoyed taking a tour of the facility."

March 1, 1994

Mr. David Smith
Personnel Manger
ACME Accountants
3877 Henderson Street
Cottage Grove, OR 97424

Dear Mr. Smith:

Thank you for giving me the opportunity to shadow you yesterday. I realize that this took time away from you regular responsibilities, and I am most grateful for all the information that you were able to provide regarding your job at ACME.

Last evening, as I shared my experience with my friends and family, I became more convinced that the field of accounting is the correct field for me. My math, organizational and computer skills are right in line with the skills and abilities needed in the accounting field. I plan to take more computer classes next trimester as you suggested.

Now that I am convinced that the Business & Management CAM Endorsement area and the accounting field should be by focus, I will be able to set some goals for my education plan. Again, thank you for your part in enabling me to plan for my future.

Sincerely,

Mary Conners
3841 Beal Street
Cottage Grove, OR 97424

LABORATORY/SIMULATION

Laboratory/Simulation experiences provide students with the opportunity to learn industry standard equipment usage, learn and practice job skills, and apply goal setting, decisionmaking and problem solving skills to work based situations.

LABORATORY/SIMULATION

LABORATORY/SIMULATION experiences primarily occur in the school setting. All laboratory experiences and classroom simulations are to be developed in the context of an industry or career path. The value of laboratory/simulations is directly related to connection with industry standards through the use of validated skills and the use of industry standard equipment. By organizing laboratory environments to simulate industry, students are able to work in flexible surroundings in groups or independently to apply problem solving and decision making skills while developing new products or concepts. Common laboratory configurations include:

* **Customer Service Labs** - Customer service labs have a broad range of possible applications. They are structured to provide a service from the school lab to the outside public. A common service lab is cosmetology. Customer service labs can provide excellent hands-on experience for students and can be very realistically linked to the jobs in the career area found in the work environment of the community. The labs should be operated like a real business so the students experience the breadth of activity appropriate for the occupation.

* **Job-shop Labs** - Job-shop labs are occupational labs that take in outside work. Examples of this type of work based experience are auto technology or diesel programs that take in outside work from people in the community. Like the customer service lab, it is important that such labs mirror a similar operation in business.

* **Job-simulation Labs** - As in other school based work experiences, a job-simulation lab can provide students with experiences that resemble those in the workplace. The most common example of this type of experience is the business education classroom that is set up in work stations which are modeled after a work station outside the school setting.

* **Vocational/Occupational Labs** - Vocational/occupational labs are the most common form of school based work experience. In order to serve as a quality experience, it is important that the programs teach occupational skills that are relevant to the workplace. It is imperative that the program be a modern one, and that the work based experience in these program simulate experiences in the workplace.

* **Mock Business/Industry Projects** - These projects can be used in both academic and vocational classes. In many cases, the students use role playing to simulate real work experiences. In other cases, the students can mass produce items that will allow the students to experience a manufacturing process.

* **Class and Organization Projects** - Through service projects, sometimes used as fundraising activities, students can have relevant hands-on experiences that integrate learning with real experiences.

Implementing a Local School-to-Work Partnership: A Series of How-To Modules. Stillwater, OK. 1996. Module 9: Work-Based Learning

ELEMENTS TO BE CONSIDERED

- Adequate class time to work on projects/simulation
- Sufficient space to encourage flexible work activities
- Access to technology including workplace standard equipment (goes beyond computers for most workplace settings)
- Instructional materials, supplies and tools
- Teacher professional development activities (to update industry skills and classroom management)
- Possible interdisciplinary projects and team teaching

MENTORSHIP

Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in career fields they are exploring. Through the mentor/student relationship, students learn specific information about the world of work and develop skills related to the mentor's career field. Mentorships offer professionals a chance to make direct contact and share their insights and experiences with young people.

MENTORSHIP

Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in the career fields they are exploring. Through the mentor/student relationship, students learn specific information about the world of work and develop skills related to the mentor's career field. Mentorships offer professionals a chance to make direct contact and share their insights and experiences with young people.

Definition of Mentorship

A competency-based educational experience which occurs at the work site but is tied to the classroom by curriculum which coordinates and integrates school-based instruction with work site experiences.

MARY'S STORY

During her freshman year, Mary completed several job shadows. To her surprise, she found that she was most excited about her shadowing experience in a commercial food production facility. As a sophomore, Mary requested placement in a mentoring work based learning experience. She was matched with Betty, a supervisor at a commercial bakery.

For two hours each Wednesday throughout the school year, Mary and Beth met to discuss a variety of issues of interest to both of them. Sometimes they talked about career opportunities in the industry, and sometimes they talked about their dreams and aspirations. Mary attended meetings with Betty, taking notes and typing them for Betty's use at later date. Mary kept a journal of her experiences, and once monthly reported her activities to her school advisor.

At the end of the school year, both Mary and Betty completed evaluations of the mentorship. Both Mary and Betty found that they had benefited in many ways from the experience. In fact, Betty was so pleased with Mary's growth that she offered her a summer job.

Definition of Mentorship (cont.)

A Mentorship is a formal relationship, as opposed to visits, between a student and a work site role model who provides support and encouragement to the student. A mentor helps students become accustomed to the rules, norms, and expectations of the workplace, and can provide career insight and guidance based on personal career experience. A mentor serves as a resource to students, helping them resolve personal problems and work-related issues and conflicts.

- Commitment varies from one hour to several days per month
- Criminal background and character reference checks on all adult mentors
- Provides a learning activity (non-paid), not an actual job
- Provides youth with an adult who will serve as an advisor and coach
- May provide career insights and how basic skills relate to success
- School assists in matching students with adult mentors.

SETTING UP A MENTORSHIP EXPERIENCE

Identifying Potential Mentors

The first step in setting up a mentoring experience is finding individuals who are willing to take on the responsibility of mentoring a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible mentors. Students may also identify possible mentors on their own.

Mentor Selection:

1. Mentors should be selected from individuals who:
   - are interested in working with young people
   - are skilled workers who are willing to share their skills
   - set high standards for those they are mentoring

2. Mentors will need clarification regarding student and school expectations. A formal training program for mentors from various business would provide a forum for mentors, instructors, counselors and placement personnel to discuss the overall goals of the program.

3. Clear guidelines should be set so all students are treated equally and learn in a non-judgmental environment.

4. Mentors are responsible for deciding what hours they want the student to work.

5. Develop common expectations student success criteria.

6. Define roles and responsibilities.

7. Maintain ongoing communication.

Background Checks

Because of the personal nature of the mentor/student relationship, it is necessary to take precautions to ensure student safety. The school must complete a criminal background and character reference check on each mentor prior to placing a student.

Placing Students

In most cases, the school arranges student placement in mentorship experiences. Connecting students with mentors they will be comfortable working with can be difficult. One possible approach is to give the student and potential mentor an opportunity to meet and "interview" one another prior to placement. Doing this gives both parties a chance to identify potential problems before a commitment is made. Invite parents to meet with and approve of potential mentors, as well.

Some districts sponsor activities at the outset of the mentorship experience in which students and mentors have a chance to get to know one another. Retreats or other activities can serve this purpose well. A one-month trial period may also be valuable when establishing mentoring relationships. Students and mentors may be asked to evaluate the experience at the end of the first month to make sure that both parties are interested in continuing their relationship.

Arranging Schedules

The mentor and student should arrange a meeting schedule that is convenient for both of them. Meetings should take place in public settings or visible business settings for the safety of both mentor and student. It is best if the meeting time is the same each week, though some mentor's schedules may make this difficult. Two or three hours per week of meeting time is the standard arrangement.

Confirming Plans

Students should contact the mentor to confirm arrangements and answer any questions about the program.

Preparing Students

Students need to be thoroughly prepared before embarking on a mentorship experience. In addition to classroom preparation that focuses on career research and exploration, there are practical concerns to be addressed as well. Many districts provide students with a mentorship packet that contains a combination of the following:

- **Mentorship agreements.** These agreements outline the responsibilities of both the mentor and the student, as well as the purpose of the academic expectations for the mentorship experience. The forms should be signed by the student, the mentor, and the program coordinator. Parent/guardian signature may be needed for minor students.

- **Outline of dress and behavior expectations.** While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different that those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at worksite and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- **Goals/Objectives worksheet.** Students should be encouraged to develop a list of goals or objectives for the mentorship experience. The list should include skills the student wants to acquire and concepts the student needs to understand. Goals and objectives can also relate to classroom work which will enrich the mentorship experience.

- **Checklist.** Give students a checklist which includes everything they need to do to prepare for the mentorship experiences. Preparing objectives, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- **Evaluation materials.** Ask students to evaluate their mentorship experiences. Evaluations can also be included as part of a follow up activity in which students write or talk about their experiences.

Preparing Mentors

Mentors must be thoroughly prepared for the mentoring experience. Make sure they are aware of everything they are expected to do. Many districts prepare a handbook for mentors which contains a combination of the following.

- **An overview of legal responsibilities.** There are many legal issues that mentors need to be aware of, including discrimination and sexual harassment laws. Make sure that mentors understand their legal responsibilities and potential liabilities in advance.

- **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind mentors that they will be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage mentors to provide as many active learning experiences as possible

- **Activity suggestions.** Remind mentors that the purpose of the relationship is to provide students with career-related guidance. Encourage mentors to allow students to participate in as many work related activities as possible, especially those activities which offer an opportunity to develop workplace skills.

- **Checklist.** Mentors will probably find a checklist very useful. checklist items might include: arranging meetings times, planning with program coordinator to insure that academic requirements are met, signing mentorship agreements, arranging student work space as appropriate, and preparing information for students about company policies and procedures.

- **Copies of student questions.** Help mentors to be better prepared by letting them know what kinds of questions students will be asking.

- **Evaluation materials.** Employer response to the mentorship program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

> Students should be evaluated on a variety of criteria which may include: use of tools and equipment, quality of work, professional appearance, technical skills, initiative, quantity of work, maturity, safety practices, attendance, dependability, relations with coworkers, communication skills.

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CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the mentorship experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the mentorship experience.

Pre-experience Activities:

- Students research the general career fields and specific organizations in which their mentors work
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students prepare questions to ask their mentors based on their research and writing
- Students and teachers discuss professional standards for behavior and dress
- Teachers emphasize practical applications of the concepts they teach in class

On-site Activities

- Students ask mentors about the ways in which different academic subjects relate to the work they do
- Students observe practical applications of academic concepts

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the mentorship experience

Responsibilities of a Career Mentor

- Honor the time commitment you have made to the student by being consistent and available.
- Foster a positive work related relationship with the student.
- Work with the student to encourage and advance educational goals.
- Expose the student to the world of work and the importance of work related skills needed for success.
- Demonstrate the relevance of the following values:
  - -Reliability
  - -Teamwork
  - -Attendance
  - -Responsibility
  - -Loyalty
  - -Work Ethic
- Be non-judgmental and accepting of other lifestyles, cultures, socio-economic status, religious affiliations, etc.

Career Mentor Agreement

As a volunteer in the Career Mentor Program, I ______________________________
(name)

Business Address ______________________________

Work Phone ______________________________

- Will participate in the program for the pre-designated length of time.
- Will be at my place of business at the scheduled time of the student visit.
- Will keep the student's safety in mind at all times.
- Will keep discussions with the student confidential.
- Will be prepared for each visit with any career information that I think important.
- Will notify the Carl Perkins Career Team of any changes in my phone number, problems, schedule or employment.

Barbara DePue 399-3074	Cellular 931-8850
Chuck Schumacher 399-3074	Cellular 559-5316

______________________________ Date

______________________________ Signature

______________________________ Career Mentorship Start Date

______________________________ Ending Date

McMinnville High School

Industrial and Engineering Systems Department
615 East 15th Street
McMinnville, Oregon 97128-3399
434-9696 or 434-9348

Mentorship Report

Student Name	Date	Arrival Time	Departure Time
Business Name	Address	Phone Number	

Please report what was done at this meeting:

Please list plans for the next meeting:

Date	Time	Location

What does the student need to bring to the next meeting:

Manager Signature

Student Signature

White copy - Mentor   Yellow copy - Student   Pink copy - Attendance Office   Blue copy - Instructor   Green - Parents

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2 PAGES

Pasadena Unified School District
Career/Vocational Education and Partnership Academies
Mentorship Planning

You may have goals for the mentorship experience, so perhaps does the student protégé? The goals may be quite different. The challenge for you and the student is to plan an experience that reaches both sets of goals. The attached form can help.

Mentorship activities can be flexible to a certain extent, but they must have some direction. When mentors and protégés have something to do or work on together, they establish a direction for the relationship.

Completing the Student Mentor Plan

1. **Mentor helps protégé develop 2-5** goals for the mentorship. Some types of goals for protégés are:
   a. To learn specific skills: "I want to know how to write a business letter, how to use the main branch of the public library."
   b. To gain an overview of careers: "I want to learn more about careers in business, education, science, engineering, health, law banking, law enforcement, social services, television, theater, military, accounting, or . . . I intend to gain an understanding of what an accountant or engineer does day-to-day and what skills and training are required."
   c. To acquire personal growth: "I hope to become more comfortable in communication with adults." "I will improve my study habits, will complete all homework and turn in on time, will spend time reading for an hour and not watch TV."
2. **Mentor states goals** for the mentorship. Some types of goals for mentors are:
   a. To help the protégé grow/learn in specified ways; (help the protégé gain confidence in his/her abilities, teach protégé about their work or work in another field).
   b. To learn/grow in certain ways yourself: (improve your listening or supervisory skills).
3. **Brainstorm activities** to meet the goals that you and your protégé have both identified. Planned activities can combine challenge and enjoyment planned for both protégé and mentor. Examples:
   a. Student and mentor can visit library and research careers or just get a library card or check out a book of interest.
   b. Student and mentor visit a museum exhibit of ethnic art work.
   c. Student visits mentors office and have a discussion about school activities.
   d. Mentor helps student with homework.

These are just suggestions on how to get your mentoring relationships started. Remember, "There is no right way."

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Kalamazoo County
Education for Employment
301 North 26th Street • P.O. Box 369 • Comstock, MI 49041
Phone 616 / 388-9484 • Fax 616 / 388-9389

Questions for Your Mentor

Following is a sampling of the sort of questions students should try to ask their mentors during the first few days of work experience, in order to get a better feel for the job, the career, the mentor's experience, and the student's own goals.

What are the education requirements for an entry-level position?

What are the career opportunities?

What education is required after high school?

What are the working conditions?

What is the salary range for this occupation?

What are the hours?

What opportunities are there for part-time employment of students?

What are the opportunities for non-traditional students?

What personal qualities are you looking for in an employee?

What do you expect of your applicants (resumes, applications, etc.)?

What are the highlights of the job?

What are the negative aspects about the job?

What opportunities are there for advancement?

Eastern Service Area — *serving the districts of*
Climax-Scotts, Comstock, Galesburg-Augusta, Gull Lake, and Parchment

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Kalamazoo County
Education for Employment
301 North 26th Street • P.O. Box 369 • Comstock, MI 49041
Phone 616 / 388-9484 • Fax 616 / 388-9389

Student Mentorship Evaluation

Name of Student: ______________________________

Name of Mentor: ______________________________

Place of Visitation: ______________________________

Career You Investigated: ______________________________

Thank you for taking part in our Mentorship Program. As a participating student, your evaluation is very important for future programs. Please take a moment and answer the following questions so that we may improve upon the program.

1. Did you meet your mentor as scheduled? If no, please explain:
2. Did your mentor meet with you for an adequate amount of time? If no, please explain:
3. How many hours were you with the mentor?
4. Did any other people assist the mentor to give you a good career experience? Comments:
5. What did your mentor show you about the career?
6. How will you use what you have learned from this experience?
7. Has this experience changed your career goal(s) in any way?
8. How would you change this experience? Please list the good and the bad so that we can improve future visitations.
9. Would you like to spend more time with your mentor?
10. Additional comments:

Eastern Service Area — *serving the districts of*
Climax-Scotts, Comstock, Galesburg-Augusta, Gull Lake, and Parchment

Student Mentor Plan

Mentor and protégé meet to plan and negotiate the mentorship. They define specific goals they wish to achieve during the next nine months. List activities as they are planned and completed.

A) Protégé's Interests

B) Personal Goals Of Mentorship

For Protégé

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

For Mentor

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

C) Activities (Check right-hand column when completed)

1. ________________________________ ____
2. ________________________________ ____
3. ________________________________ ____
4. ________________________________ ____
5. ________________________________ ____

REMEMBER:

- Activities and/or goals may be revised during the mentorship.
- Student Mentor Plan may be used again next year to set activities.

CONOCO

MENTORSHIP PROGRAM APPLICATION

PROGRAM SUMMARY

The Conoco Mentorship Program (CMP) is a business/school partnership project between Conoco Inc. and your high school that is designed to prepare students to be part of a trained workforce for Houston's business sector. Through the program, a Conoco employee volunteer serves as a mentor for a student, becoming his or her role model, advisor, and motivator, and helping with educational and career goals as well as personal development. The CMP begins in October and runs through May of one school year.

PROGRAM ACTIVITIES

Students selected for the CMP, and their parent(s) or guardian(s) will participate in an orientation meeting at the school in early October. Mentors and students will then participate in a variety of activities including Student Shadow Day at Conoco, Mentor dow Day at School, classroom presentations, a field trip, school projects, Conoc volunteer projects, and a Development Workshop.

HOW TO APPLY TO THE PROGRAM

Please complete the CMP application and submit it to your school counselor. The 10 students selected from your school to participate in the program will be notified by the counselor.

STUDENT'S NAME: ______________________________

HIGH SCHOOL: ______________________________

MIDDLE SCHOOL EDUCATION

Academic Honors/Achievements: ______________________________

____

____

Which of these achievements was most important? Why? ______________________________

____

____

Student Organizations (include offices held): ______________________________

____

____

Which of these organizations was most important? Why? ______________________________

____

____

Civic/Community Activities: ______________________________

____

____

Which activity was most important? Why? ______________________________

____

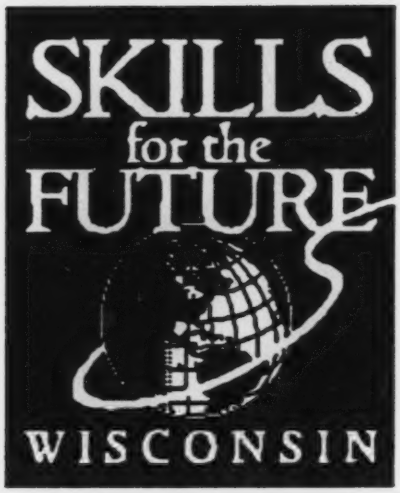
____

Name the most influential person in your life and explain why? ______________________________

____

____

Wisconsin Cooperative Education
State Skill Standards
Certificate Program


SKILLS
for the
FUTURE
WISCONSIN

Mentor Training Guide
Wisconsin Department of Public Instruction

John T. Benson
State Superintendent

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Developed by:
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Introduction

Congratulations! You have decided to become involved in the Wisconsin School-to-Work Initiative by serving as a mentor. You will play a significant role in helping students achieve success in the workplace. Because of your involvement and commitment to this program you are providing the opportunity for the students to experience the world of work and connect school related instruction with real work situations.

The information in this guide will help prepare you for your role as a mentor and answer the following questions:

What is my role?

What is a mentor?

What skills will I need to have for effective mentoring?

What is the skill certificate for cooperative education?

It is important to recognize that mentoring is a learning process that requires continued learning and practicing your skills. On-going training is essential to maintaining open communications between teachers, students, parents and mentors.

The material contained in this guide is designed to serve as a foundation for specific instruction and mentoring skills. The guide is intended to assist a training facilitator while allowing for individual creativity and local customization.

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Definition of A Mentor

The word "mentor" originated in Greek mythology. A man named Mentor was entrusted with the family and possessions of Odysseus who was fighting in the Trojan War. Because of the trustworthy job Mentor did, the word "mentor" has come to mean a knowledgeable and dependable person, who takes a direct and personal interest in helping another person.

The key words that describe a mentor are "provide support and encourage." This doesn't mean you are expected to remake the student learner you are working with.. You already possess valued skills in your organization and are viewed as a role model by others. Your role as a mentor is to help the student develop self-understanding and to provide key information about your industry.

Remember, you also gain in this relationship. An awareness of someone else's situation can make you more aware of your own strengths and weaknesses, sharpen your own communication skills, and broaden your perspective.

Definitions:

Men•tor (noun) is a wise and trusted counselor or teacher. A tutor.

Tea•cher (noun) One that teaches. To impart skill or knowledge. To cause to learn by experience or example.

Reflective Thinking Exercise

Think back to a time when you had a good mentor. Someone who really had an impact on you.

What characteristics or qualities did this person possess?

1.

2.

3.

4.

5.

6.

7.

8.

School to Work and Mentoring

As an industry member, you are involved in a national and state wide effort to help students connect learning and work. Helping students understand the relevance between their school instruction and the work world is all part of the Wisconsin School-to-Work initiative.

The Wisconsin school-to-work cooperative education skill standards certificate programs are designed in partnership with business and industry representatives and educators around the integration of school based and work based learning, along with related career development experiences.

Every employment opportunity today requires the application of knowledge and skills in a real-world context. The cooperative education skill standards certificate program encourages students to move through a series of learning activities with opportunities for career exploration, further learning and employment skills based on state standards endorsed by business and industry.

Mentoring is a partnership based upon mutual respect, with both parties freely contributing to the discussion as equals working together.

As a mentor you will bring cultural value to the workplace. Your experience and talents will serve as a foundation of skill and knowledge for a fellow worker. A strong mentoring relationship is one of sharing and communicating personal and workplace needs.

"Lead by Example"

Reflective Thinking Excercise

The Mentor/Learner Relationship

The Pygmalion Effect

Pygmalion was a Greek sculptor who believed so strongly in his creation of a female figurine that the Goddess Venus gave the statue life. Venus knew that Pygmalion's high expectations would make his life with his creation perfect.

WE give life (or death) to people through our expectations:

HIGH Expectations lead to HIGH Performance.

LOW Expectations lead to LOW Performance.

Discuss within your group the Pygmalion Effect and implications of creating a positive expectation effect.

Cooperative Education Program Elements

The following questions/answers address some of the basic elements of the cooperative education program.

What is State Certified Cooperative Education Program?

A program which integrates career related classroom instruction with work based learning. A learning plan is developed locally between the supervising teacher and employer. A student learning plan is based on the industry based state skill competencies. The program involves a minimum of 480 hours of paid workplace experiences under the supervision of a trained mentor.

Who is eligible to participate in this program?

Juniors or seniors in high school who are on target to graduate from high school and can demonstrate academic competency are eligible. Students must also be enrolled in a related class.

How were the competencies identified?

The state competencies were identified and validated through a consensus building process involving business and industry representatives, and high school, technical college, and university educators.

Who evaluates the student?

The teacher coordinator and workplace mentor are equally responsible for the assessment of student performance. Students must complete the competency portfolio list with a 90% (ratings of 2 and 3) or better proficiency rating.

Reflective Thinking Activity

Discuss in small groups some of the concerns centered around work site safety. Generate a list for on-going communication practices between the school coordinator and the work site mentor.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

The Youth You Supervise

Typical adolescents of 16, 17, or 18 have almost attained their adult ability to learn. They have also reached the age when they want to reason things out, to understand the principle behind the action. These youths learn from observing you and their co-workers as well as from what you deliberately try to teach them. They are especially prone to imitate adults they admire.

Young people want to be successful. They may expect too much too fast. They may not realize their own limitations or the limitations of the job. You may have to help them set goals in keeping with their abilities and show them how to reach them. Success early in life is important to learning. Young workers need a role model to answer questions as they develop values and high standards.

Most young people are insecure in this stage of life. They hate to be laughed at! They don't want to ask questions that my sound silly. They are often very hard on themselves and very sensitive to criticism. They may be as critical of others as they are of themselves. They expect a lot from adults around them and feel very let down when adults fail them.

Young people have a deep need to be accepted as persons in their own right. When they are treated as adults, they usually respond with adult behavior. They value the respect of adults around them, even though sometimes they don't seem to know how to gain it. Youth often want different things from a job than adults. Human relations are important to them. They usually want to like the people they work with and to be liked by them. They will try harder and do better if they feel they are recognized and liked. If young people feel you are interested in them and desire to help them become good employees, they will probably accept you as advisor and role model.

Mentor/Student Relationship Development

The consensus of the research done on mentoring is that after mentor and student meet, the process evolves into two stages:

The Initiation Stage

During the initial stage the student may view you with more esteem and honor than is truly necessary. This makes it important that you help the student view the process realistically. In addition, the student may feel extremely incompetent, awkward, and may even refer to themselves in unflattering terms. As a mentor, you need to be aware that this may happen and to reaffirm the student's positive traits and self-worth. You and the student may feel that both are taking a chance that could expose the other to ridicule if the "correct" answer isn't always available. You will need to reassure the student that no one, no matter who it is, has all the right answers.

The Mentoring Stage

You, as mentor, need to depend on all of the training you received in both communication and relevant subject areas to lend as much support as possible. You need to understand, however, that the decisions made by the student must be the student's own. The student also has responsibilities during this step, and students may need help to recognize these. The student will have to work on being honest with her/himself and with you, making decisions that lead to competent career planning and being responsible for their own actions.

Mentor roles and responsibilities include:

- Learn techniques for effective communication and interaction with adolescents (or teach others if well skilled)
- Mediate between trainers, supervisor and student
- Inform the student about the workplace norms and customs, social aspects and expectations of the workplace
- Provide caring, consistent and concrete support and guidance to the student, set high expectations

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Communicating Effectively in a Mentor Relationship

The following is a checklist of ideas designed to help you think about effective strategies for communicating with the student learner.

- ☐ Use clear simple language.
- ☐ Be patient and resourceful.
- ☐ Make liberal use of analogy, comparison, example and illustration.
- ☐ Use visual aids as much as possible.
- ☐ Develop a good sequence of simple to difficult step-by-step techniques.
- ☐ Use student's knowledge as a base on which to build.
- ☐ Explain and define new terms.
- ☐ Use the technique of "show and tell."
- ☐ Point out relationship of parts and processes.
- ☐ Develop concepts, history, and uses in explaining.
- ☐ Be certain the student understands the goal of the explanation.
- ☐ Encourage questions as well as ask them.
- ☐ Call attention to highlights.
- ☐ Use a short summary to strengthen your explanation.
- ☐ Share information about background, professional experiences, and satisfactions.
- ☐ Help student clarify goals.
- ☐ Compile a list of activities which meet the teaching goals.
- ☐ Set up a schedule with the student for regular meetings and feedback sessions. Be sure to agree on frequency and times, and **stick to them**. Agree on a (flexible) conclusion date.
- ☐ Formulate a clear idea of what skills the student will need to learn and/or practice.
- ☐ Revisit learning plan with student on a regular basis.
- ☐ Remember to both talk and listen.
- ☐ Brush up on your communication and teaching skills and always remember to take the student seriously. Feedback should be perceived as an opportunity for growth.
- ☐ Be sensitive to gender and cross-cultural differences.
- ☐ Be careful of possessiveness toward your student.

Guidelines For Giving and Receiving Useful Feedback

I. Feedback is useful when you:

   A. Describe what happened and comment on what a person can change; don't judge the person according to who or what you think they are.

   B. Share your ideas; don't give advice.

   C. Comment or talk about what a person is doing now; don't talk about the past actions or behaviors.

   D. Explore a variety of procedures a person could follow; don't give people answers or solution.

   E. Are sensitive to when it's appropriate to give feedback; don't follow your urges to say what you think any time and any place.

   F. Focus on what is said; don't focus on why it is said.

II. You can make the best use of feedback you receive when you:

   A. Are open and accepting to what you hear or see directed toward you.

   B. Listen with an open mind.

   C. Give support to the giver's efforts.

   D. Ask questions about behavior being referred to.

III. The degree to which you trust a person influences feedback in four ways:

   A. The more you trust people, the easier it will be to give and receive feedback from them.

   B. The more you distrust people, the more difficult it will be to give and receive feedback from them.

   C. Once feedback begins to develop, a feeling of trust begins to develop between two people or within a group.

   D. As trust develops, feedback is more valuable and effective.

Questions which give examples to help students understand their behavior better:

Closed:	Mentor:	“Do you throw things when you get angry?”
	Student:	“No.”
	Mentor:	“Could you tell me what you do when you get angry?”
	Student:	“It depends on where I am. Maybe I walk away and maybe I yell at them.”

Questions which focus on feelings of the student

Closed:	Mentor:	“Do you get embarrassed when people make fun of you?”
	Student:	“Yes.”
Open-ended:	Mentor:	“You seem anxious. Can you tell me more about how you feel?”
	Student:	“I seem to get anxious only when I feel that a person is mad at me or mad about something I am doing?”

Reflective Thinking Activity

Activity Directions

1. Write in the space provided at least four examples to illustrate the difference between open-ended and closed questions and be prepared to discuss with the group.

AND

2. Have your four examples illustrate the purposes for open-ended questions.

Understanding Learning Styles

Each person you come into contact with is made up of a variety of characteristics that makes him/her different from others. The differences control leisure time activities, living environments, eating preferences and how a person likes to be seen by others. Differences are also evident in how individuals prefer to learn, whether in school or in the community, alone, or in a group.

Learning is influenced by your environment and inherited biological characteristics. These influences may include: the learning environment, temperment, sensory strengths and weaknesses, unique physical needs, concrete or abstract reasoning abilities, reflective or active processing preferences, your brain's make-up and many others.

There have been studies on how students process the information they are given. Such studies show that students can learn the same information but through different approaches, called learning styles. The simplest learning style classifications consider three ways students take in information:

- **Auditory learners.** Students who learns best by hearing and listening is an auditory learner. They typically like to listen to stories, jokes and music, and they can remember what they have heard. They also tend to have a large vocabulary and love to talk.

- **Visual learners.** Visual learners remember information best if they see something, such as events in a movie or something they have read. They absorb knowledge by reading words and looking at pictures or diagrams. These students usually enjoy books.

- **Tactile/kinesthetic learners.** These hands-on students learn best when they are able to handle and physically manipulate things. Another term to describe this style is **applied learners.**

Learning Strategies/Styles
(A checklist)

- ☐ Thoroughly explain the **why** before showing the **how**. Complete one step at a time, making certain that the student understands before proceeding to the next step.
- ☐ Present materials or procedure to be learned. Present one point at a time. Never assume that the student knows. Remember, procedures familiar to you will be foreign to the student.
- ☐ Demonstrate when possible. Always show the student, allowing him/her to repeat the process. Illustrate a task to be done, use an example, always show more than you tell, and correct errors immediately.
- ☐ Apply the learning. After your detailed explanation, have the student demonstrate the procedure.
- ☐ Observe the student under actual working conditions. Correct faulty procedures and techniques, and test student's knowledge and understanding. Make certain the student knows where to get assistance. Check his/her judgment. When the student is ready for the job, let him/her assume the responsibility; this is the best possible proof that you instructed well.
- ☐ Never criticize in the presence of others. Always connect in private.

"I hear and I forget
I see and I remember
I do and I understand"

Confucius

Giving Constructive Feedback

Feedback: The Key Leadership Tool

Feedback and Leadership

Feedback can be positive or negative. Either way it is one of the most important tools available to a person because:

- People cannot be expected to care very much or very long about how they behave or work if they do not know the effects or results of that behavior or work.

- Positive feedback is a form of **recognition** and recognition is one of the most powerful **motivators** at the service of the mentor. Positive feedback can maintain high standards and lead to further improvement.

- Most people want to do well most of the time. They are more likely to attempt to correct their behavior or work if they know that it is inadequate or has adverse results or effects. Negative feedback is the key to correction and improvement. But **how** negative feedback is provided is absolutely critical.

- The effective use of positive and negative feedback builds trust and promotes a strong working relationship.

Confusions About Feedback

- Positive and negative feedback is **never judgmental**; pure feedback is **descriptive**. It provides individuals with information that they can use in making a self-evaluation. People who make **their own** judgments and decisions are more **committed** to them.

- Feedback may be used with or without praise or criticism, and effective leaders choose carefully whether and when to add praise or criticism to their feedback. The confusion arises mainly because effective leaders frequently combine positive feedback with praise; they less frequently combine negative feedback with certain kinds of criticism.

Positive Feedback and Praise:

- Positive feedback differs from praise; positive feedback simply provides information about results or effects that the student is likely to —or should— feel good about. Praise is when the mentor adds his/her own judgements to the feedback or expresses his/her own feelings of pleasure or approval about the results.

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Negative Feedback and Criticism:

- Negative feedback provides information about negative results or effects that the recipient is likely to—or should—feel unhappy about. Technically, criticism occurs when the sender adds his/her own evaluative—in this case negative—judgments to the feedback or expresses his/her own feelings of displeasure or disapproval about the results.

- Effective leaders weigh carefully whether, when and how they should add judgments/evaluations or personal feelings to negative feedback. Why?

- An effective leader's purpose is to improve worker performance. He/she knows that most people do not want to do a poor or inadequate job. He/she also knows that the main reasons people do a poor job are:

    - They don't know what a good job is: what is the goal or standard, what should be the outcome or result.

    - They don't have the resources (tools, information, time, skills, etc.) to do a good job—or there are obstacles or barriers preventing them from doing a good job.

    - They don't know they are doing a poor job—that is they don't have the feedback that they are not doing well.

If people do not know they are doing poorly, they assume they are doing adequately and see no reason to take steps to improve. If they know that their results are poor, most people most of the time will take steps on their own to improve. It has been estimated that at least fifty percent (and often a lot more) of performance problems will be corrected by the simple use of feedback, with or without a request to improve.

For instance:

Supervisor: “Hey, Joe, I just got a call from Quality Control that we're two percent out of spec.”
Joe: “Oh, OK, I'll hop right onto it.”
Supervisor: “Mary, did you know that the data you gave me isn't in the right format?”
Mary: “Gee, no. What format do you want me to use?”

OR

Supervisor: “I notice, Bill, that you usually come back from break five minutes late. I'd like you to get back on time like everyone else.”
Bill: “Oh, I didn't think it mattered as long as we met our quota.”
Supervisor: “It does matter because no one can start until you get back and that's causing resentment.”
Bill: “I didn't know that. I've been making some phone calls on break, but I'll wait till lunch from now on.”

Reflective Thinking Excercise

List three things another person can do to help you change for the better. Use personal examples such as weight loss. etc.

Think about how another person could really help you.

1. ______________________________
2. ______________________________
3. ______________________________

What makes you feel best when you are making progress toward a significant personal goal? List three things that help you make progress.

1. ______________________________
2. ______________________________
3. ______________________________

When you try something new but run into problems, how would you like other people to react or behave? List three behaviors you would like.

1. ______________________________
2. ______________________________
3. ______________________________

Clarify Your Expectations With Learning Plans

Creating and Using a Learning Plan

Part of your role as a mentor is working with Learning Plans. The Learning Plan is the bridge between school and work since it states which competencies the student will learn at school and which competencies the student will learn on the job. The Learning Plan helps everyone stay on track. It is the vehicle through which you and the teacher coordinator will record your observations of the student's progress.

Who creates the Learning Plan?

The co-op partners, the teacher coordinator, mentor, and student (and in some cases, the parents) work together to create the Learning Plan. This needs to be done prior to each new grading period.

What are the mechanics of creating a Learning Plan?

The teacher coordinator will have a Learning Plan form that can be filled out when a meeting is held among the co-op partners. The Learning Plan covers a specific period of time, usually one grading period. It includes space for indicating where a student demonstrated the competency, the date this was observed, and comments. The Learning Plan also includes some identifying data. All partners should receive a copy. Each Learning Plan should build on the last one.

How do you evaluate a student's progress?

Each of the co-op partners needs to share similar views regarding evaluation of the student's progress. What do the competencies mean? What does "able to perform" mean? The co-op partners need to have a discussion at the beginning of the co-op experience so that everyone has the same expectations. In all cases, the student must have **demonstrated** mastery of the competency in some way.

As the student works through the competencies, the teacher coordinator and/or the mentor will fill in the observation data.

How do we decide on which competencies to pick for each Learning Plan?

Typically students will have one hundred or more competencies to master in about a year's time. In order to stay on track, it is recommended that a student works on approximately one-quarter of the total competencies each quarter.

(sample)

Learning Plan

Student:	**Employer:**	**Workplace Mentor:**

Job Title	**Teacher Coordinator:**	**Date:**	**Grading Period:**

Job Description:

Reference Materials:

Skill Certificate Competencies	Related Instruction	Where Observed	Date Observed	Initials	Comments

Student Signature	**Teacher Coordinator**	**Workplace Mentor Signature**	**Parent/Guardian**

* The above learning plan may be continued on additional pages

The employment of the learner shall conform to all federal, state and local laws and regulations, including non-discrimination against any applicant or employee because of race, color, sex, national origin, or any background as covered by local legislation. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.

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The Assessment Process

Guiding Principles for Assessment

1. The student is in charge of his/her own learning. This is a skill that is part of a person's learning efforts. Students/people need to develop the skills of planning for learning, thinking about what they are learning, checking progress, and setting new learning goals. The mentor is a person who facilitates the student's progress, and assists in setting new learning goals. The mentor is a person who facilitates the student's progress in the work site.

2. A goal of the team work between teacher coordinator, workplace mentor, and student is that over time the student will assume greater responsibility for the initiating and following through on the assessment process. Students need to know how to seek information and how to apply the information to their work.by seeking feedback about his/her work performance, asking questions, identifying concerns, knowing when they need to ask questions, and improving the quality of questioning and communication.

3. The Assessment Process is about obtaining meaningful and useful information about the student's progress. There is a need for each member of the team (teacher coordinator, mentor, and student) to share similar expectations regarding the assessment criteria. What do the competencies mean/include? What does "able to perform at every level skill" mean? Where will competencies be demonstrated—school, workplace, VSO, etc.,

4. Within the assessment process there are three elements to consider:

    a. The reasons for assessing–(1) identifying learning needs, (2) checking progress, and (3) summing up what was learned.

    b. The methods of assessing–(1) observation (in the workplace, school, community, simulations, situation cases), written (essays, diaries, tests), (3) verbal, (4) instruments, checklist, questionnaires.

    c. The criteria used in assessing–(1) the content which includes both process and product and (2) the performance, or how well the activity was completed.

Assessment Based On The Learning Plan

Assessment of the student's performance during each grading period must be based on the learning plan developed by the mentor, student and teacher coordinator. A procedure for student assessment is described below.

The teacher coordinator and the workplace mentor have the following responsibilities.

1. Working together the workplace mentor and the teacher-coordinator evaluate the student's performance for each task and competency previously identified. For those tasks on which the student receives a low rating, the workplace mentor identifies specific areas where improvement is needed and suggests ways the student can improve performance. For tasks on which the student receives high marks, the workplace mentor may give examples which illustrate the outstanding performance. The workplace mentor and the student sign the learning plan and keep a record.

   Students may master some tasks and competencies at both school and work. Additional tasks and competencies to be mastered and assessed during the next grading period are determined and a new learning plan is designed. During the assessment process it is important to allow students the opportunity to do self assessment.

2. Communicate the results of the assessment to the student.

   The teacher coordinator and the workplace mentor meet with the student to discuss the evaluation. Identify areas that need to be improved, and inform the student of the workplace mentor's suggestions for improvement. Also identify strengths that have been pointed out on the job and in the classroom. Provide evidence to support the evaluation of the tasks and competencies.

   Ask the student to sign the learning plan. Give the student a copy of the tasks and competencies identified for the next grading period and discuss the new learning plan.

3. Continue the evaluation process. For each assessment period established by the school, the teacher, working with the student and workplace mentor, should repeat this process.

To achieve mastery of the state approved competencies the student must receive a proficiency rating (3 or 2) on 90 percent or more of the total competencies identified for that certificate. The remaining 10 percent can be issued at the introductory level (1) or may not have been assessed. Students falling behind on the total number of proficiency ratings at the end of each grading period should be receiving additional support assistance in skill development.

High school credit must be issued for the cooperative education experiences.

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Suggested Orientation Checklist

Instructions: Use one checklist for each coop student. Check each item as it is completed. Review information with the student after five days to ensure thorough comprehension.

- ☐ Introduce student to persons with who the student will have contact.
- ☐ Show the student the location of office equipment and supplies the student will need.
- ☐ Explain the duties of the student's first assignment.
- ☐ Inform student as to who the supervisor will be and from whom orders will be taken.
- ☐ Inform co–workers of their relationship to student and solicit their cooperation.
- ☐ Inform student of arrival time, quitting time, check–in procedures and check–out procedures, and who to contact when an absence is unavoidable.
- ☐ Inform student of lunch and break time and relief procedures and regulations.
- ☐ Inform student of facilities available such as rest rooms, lunch room, telephone, coat rack, etc.
- ☐ Inform student as to appropriate clothing to be worn.
- ☐ Inform student of time recording procedures, pay schedule, deductions from pay and computation of wages.
- ☐ Inform student about any information which is to be kept confidential.
- ☐ Familiarize student with employee benefits.
- ☐ Inform student of promotional possibilities in your firm.
- ☐ Inform student of proper safety procedures.

(sample)

Mentor Activity Log

Student Name____________________ **Mentor Name**__________________________

Date of Meeting	Topic(s) Discussed	Action Taken	Others Involved	Additional Comments

CREDITS

A Resource Guide for Cooperative Education in Technology Education
Wisconsin Department of Public Instruction

Youth Mentor, Contributing Knowledge and Experience to Help Others Grow,
Fox Valley Technical College, Appleton, Wisconsin

Platteville High School Cooperative Education Guidelines, Platteville, Wisconsin

Printing Mentor Training Guide, Minnesota

A Guide for Wisconsin State Certified Cooperative Education Skill Certificate Program

SERVICE LEARNING

Service learning experiences consist of volunteer work in non-profit or public community organizations. The purpose of these experiences is the development of the student's sense of community involvement, in addition to skills and knowledge common to other structured work experiences.

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DEFINITIONS OF SERVICE LEARNING

A work experience through which students learn and develop by participating in thoughtfully organized community service work activities that meet actual community needs, are designed in collaboration by the school and community, and are closely linked to the student's classroom learning activities. Students may be paid stipends to apply toward future studies. Commitment varies from one hour, several days, to as long as one year.

Benefits of Service Learning for the Student

- Gain actual work experience and begin networking for potential employment
- Grow personally and professionally from the experience
- May help focus on a career choice
- Acquire knowledge and skills needed to make a positive community contribution
- Empowers youth to analyze evaluate and synthesize 'real life' situations through practical problem-solving
- Students are provided the opportunity to make a community contribution.
- Studies in the classroom are linked with application of knowledge in the community.

Benefits of Service Learning for the Community

- Enhance service organization's ability to provide services
- Clients are able to receive more personal contact through student volunteers
- A source of energy and talent is provided for community projects.

Benefits of Service Learning for the School

- Enhanced image of the institution and students in the community
- Facilitates a variety of effective teaching strategies that emphasize youth-centered, interactive, experiential education

SHANTAL'S STORY

As a junior, Shantal became interested in participating in a work experience that would allow her to contribute something of value to the community. She spent much of her junior year researching organizations in her community that provided opportunities for service work. She shadowed volunteers in several organizations, including a social worker, a teen counselor, and a relief nursery volunteer.

At the beginning of her senior year, Shantal arranged for a community service learning experience through the local YMCA, where she had an opportunity to work in a physical fitness program for disabled youth. Shantal took part in the program as an assistant to a physical therapist, and as an instructor in the swimming program. Through her seminar, Shantal was able to explore the career paths of some of the people she was working with, eventually realizing that her training in science, psychology and physical education had prepared her for further training in the area of physical therapy. After graduation, Shantal entered a university program directed toward an eventual master's degree in physical therapy, during which she continued to volunteer fifteen hours a month in a local swimming program for disabled children.

SETTING UP A SERVICE LEARNING EXPERIENCE

Identifying Potential Work Sites

For more detailed information on this subject, see the Marketing section of this guide.

The first step in setting up a service learning experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool or possible work sites. Students may also identify possible service learning sites on their own. The service learning program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.

Placing Students

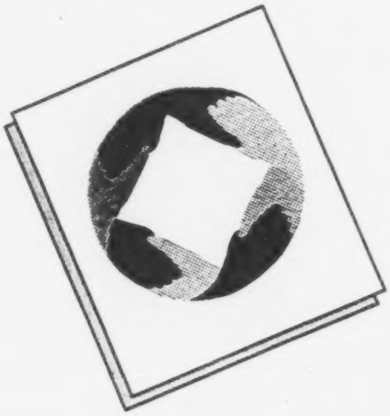
Student placement in service learning experiences can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the service learning experience. Organization staff will want to interview prospective volunteers to ensure a good match. Programs may allow students who are already involved with an organization that provides community service relevant to their studies to earn service learning credit for their volunteer experience.

Arranging Schedules

The work site supervisor and student should arrange a work schedule that is convenient for both of them. Ideally the schedule is consistent from week to week, so that the work site can prepare meaningful service learning experiences for the student and reinforce positive work habits.

Confirming Plans

The student should contact the work site supervisor to confirm arrangements and answer any questions he/she may have about the program.



Resource:
The National Service-Learning Clearinghouse
R-290 VoTech Ed. Bldg.
1954 Buford Ave.
University of Minnesota
St. Paul, MN 55108

Preparing Students

Students need to be thoroughly prepared before embarking on a service learning experience. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a service learning experience handbook which contains a combination of the following:

- **Work experience agreements**. These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of and academic expectations for the service learning experience. The forms should be signed by the student, the work site supervisor, and the program coordinator. Parent/guardian signatures may be required for minor students.

- **Outline of dress and behavior expectations**. While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- **Goals/Objectives worksheet**. Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the service learning experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the service learning experience supports.

- **Checklist**. Give students a checklist which includes everything they need to do to prepare for the service learning experience. Developing objectives, contacting organization staff, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- **Evaluation materials**. Students will be evaluated by their work site supervisors throughout the services learning experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their service learning experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluation of the program can also be helpful as an element of ongoing program improvement.

Preparing Work Site Supervisors

Work site supervisors must be thoroughly prepared for the service learning experience, as well. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following:

- **An overview of legal responsibilities**. There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance.

- **Instructions for working with young people**. Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.

- **Activity suggestions**. Remind work site supervisors that the purpose of the service learning is to provide students with an environment where learning can take place in the context of community service. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills.

- **Checklist**. Work site supervisors will probably find a checklist very useful. Checklist items might include: arranging meeting time, planning with program coordinator to insure that academic requirements are met, signing work experience agreements, arranging student workspace as appropriate, and informing students about organization policies and procedures.

- **Evaluation materials**. Employer response to the service learning program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the service learning experience meaningful by connecting it to classroom learning. Connecting activities can take many forms and should take place at all stages of the experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which their service experiences take place
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Student prepare questions to ask their colleagues based on their research and writing
- Teachers emphasize practical applications of the concepts and skills they teach in class

On-site Activities

- Students learn actual job skills by participating in work-related activities
- Students observe practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Classroom/Seminar

Classroom instruction and/or seminars provide students with opportunities to better understand their service learning experiences and enhance their learning. Schedules can vary from three meetings per term to as often as daily. Curriculum can include:

- Job search skills and techniques, such as resume writing and interviewing skills
- How to develop goals and objectives
- Reflective assignments, such as weekly logs and journals
- Education on workplace issues such as: Sexual harassment, Workplace basics, Managing conflict, Responding to criticism, Labor laws, Discrimination, Professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the service learning experience

STANDARDS of QUALITY

for

School-Based and Community-Based

Service-Learning

Alliance for Service-Learning in Education Reform
August 1996

261

Introduction

School-based and community-based service-learning initiatives have much in common, and both are served by attention to standards of good practice. Each desires to serve and educate young people. Both are strengthened by community service activities that are recognized by the community and the youth as meaningful. Subtle differences exist, however. Where school-based initiatives can benefit from intentionally linking the service experiences of students to what they are studying in the classroom, community-based initiatives can be strengthened by developing specific learning objectives fitted to the mission of the sponsoring or recipient agency. Yet, even when these differences exist, school-based and community-based service-learning initiatives can each be strengthened by better understanding the language, objectives, interests, and issues faced by the other. The presentation of the two sets of standards together helps identify areas of significant overlap and subtle divergence, and underscores the opportunities for schools and community agencies to work together for common goals.

Community service is a powerful tool for youth development. It facilitates the transformation of a young person from a passive recipient to an active service provider and consequently helps redefine the perception of youth in the community from a cause of problems to a source of solutions. When combined with formal education (school-based) and/or when thoughtfully organized to provide concrete opportunities for youth to acquire knowledge and skills and to make a positive contribution (community-based) service becomes a method of learning or "service-learning." Service-learning enables teachers and youth development professionals to employ a variety of effective teaching strategies that emphasize youth-centered, interactive, experiential education. Service-learning integrates curricular concepts with "real-life" situations and empowers youth to analyze, evaluate, and synthesize these concepts through practical problem-solving, often in service to the community.

Service-learning connects young people to their community, placing them in challenging situations where they associate with adults and accumulate experiences that can strengthen traditional academic studies. Service-learning also makes classroom study relevant, as young people apply their skills in the world beyond the school's walls with work in math, social studies, language arts, and science.

Service activities provide an opportunity for youth and adults to work together in solving community problems and improving the quality of life. In the process of working toward common goals, youth and adults engage in meaningful dialogue and develop trust and respect for each other. They recognize both have needed skills and knowledge to contribute to society. Awareness and acceptance of significant roles for youth in the community are powerful forces in dispelling the sense of isolation and alienation so many young people suffer today.

Although the terms "service-learning" and "community service" are sometimes used interchangeably, they are not synonymous. Community service can be, and often is, a powerful experience for young people, but community service ripens to service-learning when there is a deliberate and explicit connection made between service and learning opportunities which are then accompanied by conscious and thoughtful occasions to prepare for and reflect on the service experience.

Effective service-learning responds to the needs of the community as well as to the developmental and learning needs of youth. Duration of the service role, type of service, desired outcomes, and the structure for reflection must all be designed to be age-appropriate. Service-learning is most effective when it combines community needs and youth's interests and is compatible with their skills and abilities.

The following standards of service-learning are not a list of absolutes or even a complete inventory of the elements that contribute to high quality. In developing these standards, recognition was given to the wide diversity of regions, populations, communities, and programs they will embrace. They are designed to be broad-reaching in their scope, yet concrete enough to be translated into action as a measure of success in the use of service-learning.

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What is Service-Learning?

Service-learning is a method by which young people learn and develop through active participation in thoughtfully organized experiences that…

School-Based	Community-Based
• Meet actual community needs.	• Meet actual community needs.
• Coordinate in collaboration with the school and community.	• Coordinate in collaboration with the school and community
• Integrate into each young person's academic curriculum.	• Support the learning objectives of the organizations.
• Provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity.	• Provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity.
• Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities.	• Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities.
• Are a practical application of what is taught in the school.	• Expand the young person's learning environment to include the broader community.
• Help to foster the development of a sense of caring for others.	• Help to foster the development of a sense of caring for others.

Alliance for Service-Learning in Education Reform March 1995
Close Up Foundation; 44 Canal Center Plaza; Alexandria, VA 22314-1592

The Standards

School-Based and Community-Based

I. Effective service-learning efforts strengthen service and academic learning.

II. Model service-learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.

III. Preparation and reflection are essential elements in service-learning.

IV. Youths' efforts are recognized by those served, including their peers, the school, and the community.

V. Youth are involved in the planning.

VI. The service students perform makes a meaningful contribution to the community.

VII. Effective service-learning integrates systematic formative and summative evaluation.

VIII. Service-learning connects the school or sponsoring organization and its community in new and positive ways.

IX. Service-learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.

X. Skilled adult guidance and supervision are essential to the success of service-learning.

XI. Preservice training, orientation, and staff development that include the philosophy and methodology of service-learning best ensure that program quality and continuity are maintained.

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I. Effective service-learning efforts strengthen service and academic learning.

Service-learning efforts should begin with clearly articulated learning goals, to be achieved through structured preparation and reflection -- discussion, writing, reading, observation -- and the service itself. Learning goals -- knowledge, skills, attitudes -- must be compatible with the developmental level of the young person.

The examples that follow demonstrate that service can be linked to academics in many ways and at all grade levels. Even in the primary grades (school-based) and/or their earliest years (community-based), when the youngest children are learning about their own school or neighborhood, they can engage in conservation or recycling projects. Children in elementary school might plan safe routes for the walk to and from school to by applying mathematics, observation and map skills. In secondary school (school-based) and/or when they are older (community-based), adolescents can explore issues such as hunger through virtually every academic discipline: crop rotation and rainfall in science and geography, computing individual and collective nutritional needs in mathematics, the economics of food distribution and efforts of governments to address these problems in social studies, and so on. Service at a food distribution center could reinforce all this learning by placing it in the context of community needs.

II. Model service-learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.

The experience of serving in the community, however laudable, is not an end in itself. By performing meaningful work, young people can develop and apply new skills, try on different roles, and plan -- constantly reinforcing connections between academic learning and the "real world."

In making the immediate world their laboratory, service-learning has the potential to enable students to develop increased self-reliance in real settings. They learn to work cooperatively and to relate to peers and adults in new and constructive ways. Their self-image improves in a legitimate way, not because of imagined good feelings but rather as a result of increased competence and positive experience.

Students/youth who work at a senior center learn about aging, the demographics of community, available social services, government policy, history, and human relations. Those who help supervise young children at a day-care center learn about child development, parenting, and social policy. School students/youth who develop a plan for school or community recycling and investigate local services develop an understanding of the promise of recycling as well as the challenges it poses. In each circumstance, students/youth learn to plan, analyze problems, and test out new and challenging roles.

III. Preparation and reflection are essential elements in service-learning.

Two essential elements that give service-learning its educational integrity and inherent quality are preparation and reflection. Preparatory study of the context, problems, history, and policies enriches student/youth learning as do deliberate discussion and other classroom (school-based) or related (community-based) activities. Preparation also should introduce the skills and attitudes needed for the service to be effective.

Reflection is the framework in which students/youth process and synthesize the information and ideas they have gained through their entire service experience (school and community-based) and in the classroom (school-based). Through the process of reflection, students/youth analyze concepts, evaluate experiences, and form opinions – all in the context of the school curricula or the pre-determined learning goals of the community-based organization.

Engaging in structured reflection also assists young people to gain a greater sense of themselves. For example, when learners are asked to think about their own goals and progress in a service-learning experience, they have the opportunity to master self-assessment skills that can help them to become more independent learners. They acquire insights that allow them to build on their strengths and set goals in areas where they know they need further development. Reflection also offers teachers/youth development professionals an opportunity to identify the knowledge students/youth have gained through service. The methods used can assist students/youth with portfolio development or other assessment techniques (school-based) or self-assessment (school or community-based).

IV. Youths' efforts are recognized by those served, including their peers, the school, and the community.

In large and small ways during the period of service as well as with a culminating event, students should share with the community and their peers what has been gained and given through service. Recognizing the work that children and youth perform reinforces the significance of the enterprise and the worth of the young people.

In a society that values work and measures people's importance by the jobs they do, young people, especially adolescents, are perceived as non-contributing members. Credit for their achievements, affirmation of the skills they have mastered, and appreciation for the time they have devoted to the community should be acknowledged publicly.

This recognition can be done through the school, the school district (school-based), youth organizations or in the community (school or community-based). For example, local newspapers can publicize the work done by youth, recognizing individual achievements while increasing awareness of learning through service.

Whether a culminating activity is a presentation about the service, a book of essays, pictures, a party, a picnic, or an outing, there are many forms that end-of-project recognition may take. Student/youth creativity and energy should be utilized in the planning and execution of the event.

V. Youth are involved in the planning.

When young people are given the opportunity to work in after-school and senior centers, tutor young children, or lead an effort to clean up a local stream, they are being entrusted with important work with the expectation that they have the ability to perform it. Building that trust is essential to the success of the effort. That is why it is critical to involve young people at the very beginning of the work. Moreover, it provides teachers/youth organization workers with important opportunities to encourage curiosity and foster planning and analytical skills.

Instead of being told that they will be helping in the community, youth might be asked to determine the needs of the community in which they live. Even if it has been concluded that there are certain sites that are open to receiving young people, the youth might be polled to find out how they would like to participate. For example, if there is an interest among teachers/youth organization workers in environmental issues, the student body/the youth might be interviewed by a core group of student/youth information-gatherers to find out what concerns peers have and what ideas they have for addressing these concerns. Teachers and advisors/youth organization workers then serve as facilitators who make the tasks realistic and doable, but the engine is driven by the youth, not by the adults.

Just as it is necessary to build consensus and support for any group effort in the adult world, it is also necessary to gain the support of young people in reaching out to the community.

VI. The service students perform makes a meaningful contribution to the community.

The service roles or projects that involve students/youth in service-learning will differ widely, depending upon the age of the young people, the needs of the community, and the specific learning goals that have been determined. However, whatever the activity, the following features are shared by high quality approaches/effective strategies:

- The service must be *real*; it must fill a recognized need in the community or in the school (school and community-based).

- The service activity must be developmentally appropriate. For example, an effort to refurbish a park could consist of the following projects: Younger primary students/the youngest children study plants, grow flowers from seeds, and plant them in the park. Older primary students/older children research what types of birds live in the park's trees and build bird houses or feeding stations which they continue to maintain throughout the year. Intermediate-age students/youth extend the school's/community's recycling program to the park – learning about and working with city agencies to institute it, decorating collection bins, and designing posters to increase community awareness. High school students for health science classes (school-based) and older students interested in health science (community-based) design and build an exercise path; in art class (school-based) or in art (community-based) they create a mural for park buildings; in social studies (school-based) or as a social action project (community-based), they survey the community to find out what neighbors would like the park to be used for and report their findings to the appropriate government agency.

- The school may also be part of what makes up "the community." Agencies, alone, may not be able to absorb all the student placements, so meaningful service can be performed at schools as well.

- A tangible or visible outcome or product results from the service and when possible demonstrate the learning outcomes.

VII. Effective service-learning integrates systematic formative and summative evaluation.

All learning programs, especially relatively new ones, can benefit from systematic evaluation. While anecdotal evidence of a program's effectiveness is useful, more systematic methods for assessing the impacts of service-learning are needed, particularly since the field of service-learning is growing rapidly and demand for in-depth understanding of program models and approaches is high.

Such assessment includes detailed documentation of program components and processes; the outcomes identified by, and expected of, all participants (i.e., students/youth, community members, schools); and the impact of the service-learning program on individual participants, youth organizations, schools, and the community.

Assessment processes can vary in extent and complexity, depending on the nature of the questions asked and on available time and resources. For example, if one question is, "Do students' attitudes toward school change (school-based) or education/learning (community-based) as a result of involvement in service-learning?" attitudinal measures can be taken at various points, or indirect measures such as school attendance can be used.

A question like, "How does service-learning affect civic responsibility?" would require measures that assess components of civic responsibility such as values, behaviors, and attitudes to be administered over an extended period of time. If the question is, "In what ways can the experiential learning pedagogues associated with service-learning help to bring about education reform?" then assessment methods need to focus on the relationship between experiential teaching techniques and their multiple effects on learning and development.

A major benefit of formative (ongoing) assessment is program improvement. Ongoing data supplies necessary information regarding program design in relation to program purpose and pinpoints where modifications might be necessary or desirable.

Summative assessment also affects program development and in addition provides aggregate information on the overall effectiveness of a particular program model. A combination of formative and summative assessment, whether done on a small or large scale, helps ensure that programs remain responsive to their purposes and participants.

VIII. Service-learning connects the school or sponsoring development organization and its community in new and positive ways.

Service-learning can reduce the barriers that often separate school/youth and the larger community. Students/youth learn that they can move beyond their small circle of peers and take their place as contributing members of the community as they discover that learning occurs throughout the community in traditional and non-traditional settings -- libraries, public agencies, parks, hospitals, etc. Relations are enhanced as agencies, citizens, and local government officials find that their expertise and counsel is sought by the school (school-based); whereas learning occurs as youth-serving agencies, citizens, citizens, and local government officials collaborate by sharing expertise (community-based). Through service-learning, schools and an array of community institutions become genuine partners in the education and development of youth.

Just as school administrators/youth workers have an obligation to support the coordinated implementation of service-learning in the community, the community must be committed to supporting service-learning in the schools (school-based) and the educational goals of service for the young people (community-based). For school-based service-learning, communities must recognize and respect the curricular goals strengthened in the schools by service-learning. Communities must work with the schools/youth-serving agencies to ensure that students' service opportunities are structured to be consistent with learner outcomes.

IX. Service-learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.

School-based In order for service-learning to be accepted and succeed in any setting, it must receive institutional support for its philosophy and its financial requirements. School-based service-learning needs the support of both district and building administrators. Too often, educators enthusiastic about service-learning are offered token support, largely in words of praise for the "wonderful work" that is being accomplished.

Community-based In order for service-learning to be accepted and succeed in any setting, it must receive institutional support. Too often, youth serving agencies enthusiastic about the results of service-learning offer professionals token support, large in words of praise for the "wonderful work" that is being accomplished.

School-based and community-based While spoken recognition is important, what is significant is the provision of the time that goes into exemplary service-learning. Teachers/youth organization workers who implement service-learning, either as a discrete class/project, as a part of their subject area lessons, or with thematic or interdisciplinary learning, must be supported with planning and implementation time as well as a reasonable budget for student/youth incentives, expenses such as transportation and training, and other outside resources that can be crucial to the success of the effort.

The development, implementation, and coordination of service projects in the community/outside the classroom require a level of support that must extend beyond the efforts of any individual or group of teachers/youth organization workers. Service-learning can enhance school-community partnerships, but to do so, it must be presented to the community in a manner that does not conflict with community interests.

To ensure the stability of these school-community (school-based) and community (community-based) partnerships, schools and school districts/youth development organizations implementing service-learning must provide continuing and visible oversight as well as coordination among community interests and classroom teachers/youth organization workers.

Administrators should ensure that the climate of the school/organization is open to service-learning. Even those who are not directly involved in service-learning should understand its significance.

Teachers and students/adults and youth must understand why some students/young people have different schedules and may appear to be receiving special treatment as a result of doing service. The whole school/community must be aware of the learning and service goals that enable students/youth to pursue these goals.

Similarly, when there are placement sites, even those who do not have direct contact with students/youth must understand and welcome the young people. Students'/youths' roles must be clearly articulated and their tasks carefully defined with the awareness of the administration and clients of the agency so that the work the youth perform is respected.

The learning and service goals must be clearly defined and understood by all involved. Parents play a critical role in the service-learning equation. At the minimum, their permission must be obtained in order for the young people to serve. But they must be brought into the process at an early enough stage so that they fully support the notion of service and the unique learning opportunities that service provides.

Communication of the benefits of service and its impact on attitude toward school or education/learning, and the relationship between work and service should be communicated so that support from the home is forthcoming. Service also provides a wide variety of options for parental involvement, as students/youth learn about the community of which their parents are adult members.

Parents with busy schedules might offer ideas of resources or potential placement sites, and when appropriate, share with the students/their children how their work and volunteer experience affect the larger community.

X. Skilled adult guidance and supervision are essential to the success of service-learning.

The need for service-learning is compelling, but the task of sustaining service-learning is challenging. Teachers/youth organization workers employing service-learning in their classrooms must have opportunities for professional development. They must be given the tools, the training, and the technical assistance necessary to implement meaningful service-learning experiences.

Issues of type of service, site selection, curriculum connections, reflection, recognition, tangible outcomes, and evaluation must be considered along with the ever-present concerns of insurance, liability, and logistics.

Learning takes place during all stages of service-learning. Youth must be afforded supportive supervision at placement sites. Supervision at the site should extend beyond the basic elements of taking attendance and keeping track of hours worked.

With such rich opportunities for youth to grow, to learn about others, and to take on responsibility, a caring person must assume responsibility for overseeing youth activities and supporting these efforts.

XI. Pre-service training, orientation and staff development that include the philosophy and methodology of service-learning best ensure that program quality and continuity are maintained.

If service-learning is to assume real importance in educating students/youth for the 21st century, it must be incorporated into preservice and inservice training and staff development. It will be critically important, especially in this transitional period as service-learning begins to find a place in the educational process, to provide high quality training.

Many of the teaching strategies and behaviors essential to high quality service-learning are in sharp contrast to what has been taught in "methods" courses. It will not be enough to offer course work at educational institutions; potential teachers/youth development professionals and volunteers should engage in service-learning as part of their own training.

The Alliance for Service-Learning in Education Reform

These standards of quality for school-based service-learning were compiled for the Alliance for Service-Learning in Education Reform by the Standards Committee in May 1993. They were revised in November 1994 to integrate standards of community-based and school based service learning. Special thanks in this effort are extended to Jim Pitofsky, National Association of Partners In Education, Inc.; Joe Follman, Florida Department of Education; Barbara Gomez, Council of Chief State School Officers; Jack Newhouse, West Virginia Department of Education; and Michael Barron and Donna Power of the Close Up Foundation.

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American Youth Policy Forum
Association of Junior Leagues
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Campus Compact
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Methacton Community Service Program
National Helpers Network
National Center for Service Learning and School Change
National Service Learning Cooperative/Clearinghouse
National Society for Experiential Education
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The
Service Learning
Planning

and

Resource Guide

by the
Council of Chief State School Officers

1994

Introduction

> Service has to do with powerful purposes. Getting kids into the world. Jean Piaget says schooling isn't worth anything unless it creates for people the capacity to believe that when they leave school, they can change the world. If our kids don't believe they can change the world, then I think we ought to say that our education has not been powerful enough.
>
> Vito Perrone, Head, Teacher Education Program,
> Harvard Graduate School of Education at the CCSSO
> Wingspread Conference, October 5, 1992.

Throughout the past six years, the Council of Chief State School Officers has provided leadership and technical assistance to help states understand service learning as a method of teaching and learning that can help to improve education for all students. Although the meaning of service learning will continue to be defined in different ways by both formal and informal educators, for the purpose of this document, we define service learning as a method of teaching and learning that involves students in working to solve real-life problems and needs in the school and greater community as part of the academic curriculum.

As part of our technical assistance strategy, we have sought to help states develop a comprehensive vision of education and youth development. As articulated by the Council in its 1992 policy statement, "Student Success Through Collaboration," we are redefining the notion of student success to include not only intellectual competencies but also the physical, emotional, and social well-being of children and youth—including the desired knowledge, skills, competencies, attitudes, values, and behavior to prepare students for informed citizenship, healthy lifestyles, and productive employment. Many schools and communities try to meet these outcomes with separate and distinct programs, each with their "own approach, staffing pattern, delivery structure, and accountability demands": a separate job training program to promote career awareness; a separate social skills program to help students resist peer pressure; and a separate thinking skills curriculum to help students develop higher-order thinking skills. According to Susan Fuhrman and Diane Massell of the Consortium for Policy Research in Education:

> While each dropout support, attendance improvement, health or career awareness program is well-intentioned, the net effect can be a series of separate interventions, for different students or for different needs of the same student. Each program has its own approach, staffing pattern, delivery structure and accountability demands. Educators attempting to respond to student needs holistically probably invest extraordinary energy in coordinating the acronymic jumble. Perhaps that energy is diverted from serving the student and enriching instruction; perhaps there are alternative approaches to student needs that break free of the special project design.

The integrity—and the power—of service learning is derived from its potential to foster the intellectual, social, and emotional well-being of children and youth in a holistic way. In their research on the effects of high school community service programs, Dan Conrad and Diane Hedin identified a range of outcomes related to intellectual development and academic learning, personal growth and development, and social growth and development, including problem-solving and critical thinking skills, self-esteem, and a sense of personal and political efficacy.

This planning and resource guide is intended to help readers look back—to re-examine the common goals and outcomes of the hundreds of education, training, and youth development programs in schools and communities—*and* to step forward—to craft and work toward a comprehensive vision of education and youth development that starts with a commitment to the integration of authentic and transformational learning opportunities in the academic curriculum through service learning.

Throughout our production process, we have referred to this guide as a "living document," a term appropriate for several reasons:

- First, it is "living" because its contents represent the continuing process of *collaboration*. The African proverb, "It takes a whole village to raise a child," is indeed appropriate to describe how our education systems are working with local, state, and federal agencies; foundations; businesses; community-based organizations; labor unions; youth-serving agencies; professional associations; cultural institutions; and private nonprofits to restructure and improve education via service learning.

- Second, it is "living" because its contents will constantly *change*—legislation will undergo reauthorization, federal programs will lose their appropriations, new programs and organizations will be created, and new resources will be developed.

- Third, it is "living" because it represents the efforts of real *leaders*—teachers, students, professors, artists, city planners, and a variety of other educators and professionals—who have a powerful vision to involve young people as resources in their schools and communities while developing and enhancing their intellectual, social, emotional, and physical well-being.

- Finally, it is "living" because *service learning is a dynamic process*. It demands that we work together to address our needs and challenges. As we do so, we discover new issues, we ask new questions, and we design new solutions until, finally, the cycle becomes the process of living, learning, and working itself.

The following two tables present a summary of service-learning outcomes and a description of a continuum of service learning, from classroom projects to schoolwide themes.

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Service Learning Outcomes

Students	Schools	Communities
Personal Growth and Development - Self-esteem - Personal efficacy and sense of responsibility - Moral development and reinforced values and beliefs - Exploration of new roles, identities, and interests - Willingness to take risks and accept new challenges **Intellectual Development and Academic Learning** - Basic skills, including expressing ideas, reading, and calculating - Higher-level thinking skills, such as problem-solving and critical thinking - Skills and issues specific to service experience - Motivation to learn - Learning skills, including observation, inquiry, and application of knowledge - Insight, judgment, and understanding **Social Growth and Development** - Social responsibility and concern for others - Political efficacy - Civic participation - Knowledge and exploration of service-related careers - Understanding and appreciation of, and ability to relate to, people from a wide range of backgrounds and life situations *(Conrad and Hedin, 1989)*	- Paradigm shift—teachers as coaches and facilitators; students responsible for their own learning. - Motivated learners engaged in authentic and significant work. - Cooperative learning environment. - Teachers as reflective practitioners engaged in planning, curriculum development, and inquiry. - Collaborative decision making among administrators, teachers, parents, students, and community members. - Positive, healthy, and caring school climate. - Community involvement, resources, and support in the educational process.	- Valuable service to meet direct human, educational, health, and environmental needs. - Schools as resources—School/teacher/student teams serving as researchers and resources in problem-solving and community development. - Empowerment—School/community partnerships to assess, plan, and collaboratively meet needs. - Citizenship—Students become active stakeholders in the community. - Infusion of innovation toward improving the institutional practices of schools and communities. - Understanding and appreciation of diversity—across generations, cultures, perspectives, and abilities.

PLANNING A PHONE CALL

DATE OF CALL____________________

NAME OF ORGANIZATION I AM CALLING______________________________

PHONE NUMBER OF ORGANIZATION (____)____________________

Hello, my name is_______________and I work for/with_____________________

Could I please speak with____________________________________

I'm calling because: (Reason for call)

I need to ask you about: (Questions to be asked)

Could you please tell me: (Information to obtain)

Thank you for your time!

I was talking with Mr./Ms.____

whose title is____

Summarize the information you received in response to your questions:

Will you need to follow up the call? Yes____ No____
If yes, when?

For what reason?

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Name of Student______________________________Date________________

Mountain View High School
SERVICE LEARNING
LIFE MANAGEMENT 66
INSURANCE FORM

(This form is to be completed before the student is allowed to participate.)

DRIVER'S LICENSE

The student does _____ does not _____ have a valid Arizona driver's license. If the student is not licensed, s/he will not be driving a car to any volunteer activities. If the student is licensed, s/he operates a motor vehicle according to the law of Arizona.

License No. __________________ Expiration Date______ __________________________________

Student Signature

INSURANCE

I understand that Mesa Public Schools encourages each student in the Service learning class to be covered by a health care/accident insurance program. I further understand this may be accomplished by purchasing the School Time/24-Hour-A-Day insurance policy offered by a private insurer and available at each school or by enrolling the student in the health care plan under which I am covered. In the absence of health care/accident insurance coverage for my child, I accept the financial responsibility for any cost that may result from injuries to the student during the 1995-96 school year that are not covered by workers' compensation laws in the State of Arizona.

I certify, by my signature below, that I have read and understand the above paragraph.

____ ____

Father's Signature or Legal Guardian Mother's Signature or Legal Guardian

State of____________________________

County of___________________________

The foregoing instrument was acknowledged before me this ____________of______________, 19____
by__________________________

____

Notary Public

____

Commission Expiration Date

NOTE: Both parents are requested to sign this form and the signature of one parent must be notarized. The signatures cannot be notarized unless it is signed in the presence of a Notary Public. The Mesa Public Schools have notary publics at all of the high schools and the administration center. This form can be notarized by any Notary Public, but there is no charge at the above locations.

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Mountain View High School
SERVICE LEARNING
LIFE MANAGEMENT 66
PERMISSION/INSURANCE FORM

Student Name________________________________

Address______________________________________ City________________

Home Phone__________________________ Zip_____________

Permission to participate in Service Learning Activities.

Student Signature____________________________________

Parent/Guardian name___________________________ Work Phone_________

I give permission for _________________________ to participate in Service Learning Activities.

I understand students may be involved in community service projects as a part of this course and that I will be informed of any field trips related to Service Learning. Regular field trip permission slips will be sent home for me to sign for these activities.

I understand that Mesa Public Schools encourages each student in the Service learning class to be covered by a health care/accident insurance program. I further understand this may be accomplished by purchasing the School Time/24-Hour-A-Day insurance policy offered by a private insurer and available at each school or by enrolling the student in the health care plan under which I am covered. In the absence of health care/accident insurance coverage for my child, I accept the financial responsibility for any cost that may result from injuries to the student during the 1995-96 school year that are not covered by workers' compensation laws in the State of Arizona.

Parent/Guardian Signature________________________ Date__________

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MOUNTAIN VIEW HIGH SCHOOL
SERVICE LEARNING L.M. 66
STUDENT CONTRACT

Student Name ______________________________ Student # __________

Student Address ____________________________________ ZIP ______

Guardians'/Parents' Names ______________________ Home Phone __________

Name of Volunteer Site ____

Address of Site ____________________________________ ZIP ______

Site Supervisor's Name ______________________ Phone Number ________

AGREEMENT

Training Schedule for Volunteer ____________________________________

____

Student's Weekly Volunteering Schedule (Days and Hours) ____________________

____

Student's First Day at Site __________ Student's Last Day at Site __________

Student's Duties/Responsibilities at the Site ____________________________

____

Student's Transportation Arrangements for Volunteer Work ____________________

____

The student named above agrees to volunteer according to the arrangements on this contract. If any changes are made, the coordinator, site supervisor and guardians/ parents are to be notified. The student will also attend the Service Learning class sessions.

The parties signing below further indicate their understanding that:

1. The student must complete a total of 81-90 hours of volunteer and classwork combined in order to receive credit for this course. (1/2 credit per semester)
2. The student volunteer will call the site supervisor PRIOR to being absent. If this is not done, the student's absence is considered UNEXCUSED.
3. The first two unexcused absences will result in reprimands. The third may results in the student being dropped from the Service Learning class and losing credit.
4. The student must conform to the rules, regulations, and policies of the school and the volunteer site while volunteering. The school policy shall prevail in regard to smoking, dress, and all other areas of conduct.

Student Signature ______________________________ Date __________

Guardian/Parent Signature ________________________ Date __________

Site Supervisor Signature ________________________ Date __________

Coordinator Signature __________________________ Date __________

The Criteria for a Quality Service Learning Student are printed on the back.

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Student name______________________________ Date__________________
Evaluation being completed by______________________________________

MOUNTAIN VIEW HIGH SCHOOL
SERVICE LEARNING (L.M. 66)

GRADING POLICY: CRITERIA FOR SUCCESS

4 = excellent
3 = above average
2 = average
1 = needs improvement
0 = no evidence

A QUALITY SERVICE LEARNING STUDENT . . . . . .

SERVICE LEARNING CLASSROOM ACTIVITIES

*	Attends and actively participates in class meetings	0 1 2 3 4
*	Completes classroom activities as assigned	0 1 2 3 4
*	Participates in STRIVE activities	0 1 2 3 4
*	Develops a quality Service Learning Portfolio	0 1 2 3 4
*	Completes a quality quarter project	0 1 2 3 4
*	Completes a quality semester project	0 1 2 3 4

WORK HABITS WHILE VOLUNTEERING

*	Has regular and prompt attendance at her/his volunteer site	0 1 2 3 4
*	Always calls or notifies the volunteer supervisor BEFORE an absence or tardy	0 1 2 3 4
*	Follows directions and completes assigned tasks	0 1 2 3 4
*	Works with a spirit of cooperation with fellow workers and clients	0 1 2 3 4
*	Asks questions when necessary	0 1 2 3 4
*	Is willing to learn and improve	0 1 2 3 4
*	Takes the initiative when it's appropriate	0 1 2 3 4
*	Treats clients and supervisors with respect and kindness	0 1 2 3 4
*	Follows Mountain View High School and volunteer site rules and requirements for smoking and behavior. (Mountain View rules prevail)	0 1 2 3 4

EVALUATIONS

* Receives positive informal evaluations from site supervisor 0 1 2 3 4
* Receives a positive formal quarter evaluation from site supervisor 0 1 2 3 4
* Receives a positive formal semester evaluation from site supervisor 0 1 2 3 4

ADMINISTRATION AND REFLECTION ACTIVITIES

* Turns in a contract the beginning of the semester 0 1 2 3 4
* Turns in a insurance waiver the beginning of the semester 0 1 2 3 4
* Turns timecards in weekly 0 1 2 3 4
* Writes at least one quality journal entry per week 0 1 2 3 4

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MOUNTAIN VIEW HIGH SCHOOL
SERVICE LEARNING (L.M. 66)
EVALUATION OF STUDENT VOLUNTEER PERFORMANCE

Student Name____________________________________
Volunteer Site Name________________________________
Site Supervisor Name______________________________Phone__________
Student Volunteer's Position______________________________
Evaluation Period - From________ to____________

Thank you for taking the time to complete this evaluation of the student volunteer working with you. Your input is highly regarded and will be used to improve the student's performance. We appreciate both compliments and criticism, and hope you will be candid with both.

* *

A QUALITY SERVICE LEARNING STUDENT. . . . 4 = excellent
3 = above average
2 = average
1 = needs improvement
0 = no evidence

ATTENDANCE

*	Has regular and prompt attendance at her/his volunteer site	0 1 2 3 4
*	Always calls or notifies the volunteer supervisor BEFORE an absence or tardy	0 1 2 3 4

WORK HABITS WHILE VOLUNTEERING

*	Follows directions and completes assigned tasks	0 1 2 3 4
*	Works with a spirit of cooperation with fellow workers and clients	0 1 2 3 4
*	Asks questions when necessary	0 1 2 3 4
*	Is willing to learn and improve	0 1 2 3 4
*	Takes the initiative when it's appropriate	0 1 2 3 4
*	Treats clients and supervisors with respect and kindness	0 1 2 3 4
*	Follows Mountain View High School and volunteer site rules and requirements for smoking and behavior. (Mountain View rules prevail)	0 1 2 3 4

Evaluator signature____________________________Date________________

(Over)

What are the strengths of this student volunteer? In what areas might s/he improve? Add any other comments you would like to make.

____

____

____

____

____

____

____

____

____

____

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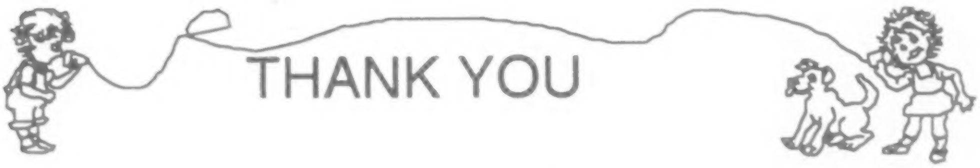
____

____



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SERVICE LEARNING

MAKING GREAT BUSINESS PHONE CALLS

DIRECTIONS: Complete the "Planning a Phone Call" worksheet for each of the following scenarios until you're comfortable doing it without writing down what your are planning to say. Practice actually saying all of the practice phone calls.

1. You are calling Target to see what their hours are today.
2. You are calling Fair Lanes to see how much it will cost you to go bowling tonight.
3. You are calling Burger King to see if they've found the wallet you lost, that might be there or might be somewhere else, you're not sure.
4. You are calling Field Elementary School to tell your cooperating teacher you will be absent tomorrow.
5. You are organizing a service project for a group of your friends and are calling the United Food Bank to ask them what they would like you all to do (what do they need?)
6. You are calling Mrs. Snow to tell her you will not be able to come to Paz de Cristo tomorrow because your family's going out of town.
7. You are calling Arby's to ask them if they will donate coupons or something as rewards to students participating in an activity you are organizing.
8. You are calling Fry's to see if they will donate donuts for a community service project at Hohokom Village?
9. You are calling Save the Family Foundation to see what kinds of items they might need you to collect for their families.
10. You are calling your parents to tell them you were in a car accident.

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Days available for service: (*please circle*) Su M Tu W Th F Sa

Time of days you can volunteer ______________ Number of hours per week ______

What languages do you speak other than English? ______________________________

What hobbies or activities are you interested in? ______________________________

____

Would you be willing to work with a younger, disabled adult? ______________________

How did you learn about Assistance for Independent Living? ______________________

Have you ever been arrested or convicted of a felony offense? No Yes (*circle one*)

If yes, please explain: ____

In case of emergency please notify: ________________ Home phone: ____________

Please list three references whom you have known for at least a year. These should be professional, if at all possible, such as a teacher, a minister, a business person.

(1) ____ Phone: __________________

Address ____

(2) ____ Phone: __________________

Address ____

(3) ____ Phone: __________________

Address ____

I Certify that the information stated herein is true to the best of my knowledge.

______________________________ ______________________________

Signature of Volunteer/ Applicant Signature of interviewer

Part I.

Nine week project: You are to develop a job description for your Service Volunteer position using the outline below: Attached you will find an example developed by one agency for their volunteer positions. You should first ask your agency if they have written job decriptions. If they have one you may use the information on that job description to complete this assignment. Job descriptions must be typed. You will be given class time to work in the computer lab. **This assignment is due October 17, 1995.**

NAME OF AGENCY
Address
Phone number

Service Volunteer Position (your job)

OBJECTIVE:	What is the objective of this organization?
Service Goal:	What is the goal of this Service Volunteer position.
JOB SITE:	Address where you will volunteer
CHARACTERISTICS:	List the important characteristics for a volunteer in this position
QUALIFICATIONS:	List the important qualifications for a volunteer in this position
TIMES NEEDED:	Days: Times:
MINIMUM TIME:	3 HOURS
SUPERVISOR:	Name of your supervisor and position
DESCRIPTION OF TASKS:	Describe the tasks you will be preforming in this Service Volunteer position

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Assistance for Independent Living, Inc.

Volunteer Position Statement

OBJECTIVE: Provide assistance in the performance of activities related to routine household maintenance

Service Goal: To increase or maintain self-sufficiency of AIL Clients

JOB SITE: At client's residence

CHARACTERISTICS:

1. Honest and dependable
2. Self-motivated
3. Ability to follow instructions

QUALIFICATIONS:

1. Personal reference clearance
2. Interest and ability to assist Clients as needed
3. Emotional maturity
4. If transporting a Client, evidence of liability insurance on auto
5. Agree not to disclose confidential information regarding Clients/families
6. Willingness to be fingerprinted
7. Minimum of 3 to 6 month commitment

TIMES NEEDED: Days: Weekdays are priority, or as assigned
Times: Between 8:00 a.m. and 5:00 p.m. or as assigned

MINIMUM TIME: 2 HOURS

SUPERVISOR: Client Services Coordinator

DESCRIPTION OF TASKS: All assistance will be provided in accordance with the individual's program plan. Services include, but are not limited to: Respite Care, Grocery Shopping, Telephone Reassurance Calls, Friendly Visiting, Errands, Housekeeping Assistance, Yard Work, and Escort

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Part II

Nine week project: You are to complete the Volunteer Application Form below. Use black pen and follow the the attached rules for completing an application. **This assignment is due October 17, 1995.**

VOLUNTEER APPLICATION FORM

Name ________________________________ Date ____________

Home Address ______________________ City __________ Zip ________

Home Phone __________________ Bus Phone __________________

Best Time to reach you __________________ May we call you at work? ______

Current Employer ____

Health Good___ Fair____ Any Special Problems ____________________

Sex M F (*circle one*) Date of Birth (Optional) ____________________

Education (highest grade completed) ________ Major Field of Interest ________

Previous business or professional experience ________________________

____

Do you have transportation?______ Type of car_______ 2 or 4 door (*circle one*)

Driver's License No ________________ Do you have liability insurance?__________

Insurance Company name ____________________ Policy No _________

(*Please be prepared to present your insurance certificate and driver's license at interview.*)

Previous volunteer experience ______________________________

____

Why would you like to be a volunteer?____________________________

____

Type of volunteer assignment desired

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Course ______________________

Instructor ______________________

Type of experience

- ☐ Course Option
- ☐ Volunteer Course
- ☐ Internships
- ☐ Other

Student completes this form with agency at the time of placement.

To be returned to the Center for Public Policy and Service (CPPS will send copy to faculty coordinator).

PLACEMENT CONFIRMATION FORM*

STUDENT'S NAME: ____________________________________ DATE: ___________

NAME OF ORGANIZATION/AGENCY: ______________________________________

AGENCY SUPERVISOR: ____

DUTIES: ____

____

____

____

____

DAYS AND HOURS OF SERVICE: _______________________________________

DATE STUDENT WILL BEGIN: ________________________ END: ______________

AGENCY SUPERVISOR'S SIGNATURE: ____________________________________

PHONE NUMBER: ______________________

STUDENT RIGHTS AND RESPONSIBILITIES

What are your rights and responsibilities as a volunteer?

Several service-learning or volunteer projects around the country have published statements of the rights and responsibilities of volunteers.

The following are examples:

Rights

1. To be treated as a co-worker.
2. To be carefully interviewed and carefully assigned.
3. To know as much as possible about agency organization - - policy, people, programs and activities.
4. To receive orientation, training and ongoing supervision for the job expected.
5. To receive sound guidance and direction.
6. To have a variety of field experiences.
7. To pursue leadership roles.
8. To voice opinions and to have ideas included in the planning of programs, activities and curriculum.
9. To do meaningful and satisfying work.
10. To be evaluated and to receive letters of commendation based on service completed.

Responsibilities

1. To be open and honest at your site from the beginning.
2. To understand commitments of time and tasks and to fulfill them.
3. To participate in evaluation when asked to do so.
4. To share thoughts and feelings with staff, including making your learning objectives clear to the people with whom you'll be working.
5. To respect confidentiality.
6. To seek honest feedback.
7. To serve as ambassadors of goodwill for the project.
8. To be effective advocates for change when it is needed.
9. To enter into service with enthusiasm and commitment.

RESPONSIBILITIES OF FACULTY COORDINATOR

1. Provide all college requirements for records pertaining to registration, withdrawal, 45 day rosters and final grade.

2. Assist students in locating appropriate agencies for internships or service-learning experience.

3. Work with the student and the agency to develop an educational plan to include objectives and activities appropriate to the experience.

4. Meet with the student at least two (2) times during the semester to monitor student progress.

5. Meet with the agency supervisor at least twice and maintain appropriate contact to ensure student progress according to the educational plan.

6. Provide agency with mid-semester progress report form and final evaluation form.

7. Read and evaluate reflective journal of interns and service-learning students.

8. Read and evaluate intern analytical paper or service-learning students project evaluation.

9. Conduct reflective feed-back sessions (roundtables discussions) to have interns and service-learning students share experiences.

10. Maintain files (student educational plan, journal and evaluations) on students for 2 years for accountability purposes.

STUDENT EVALUATION FORM

Answer the following questions as completely and honestly as possible. We value your input and plan to use it to improve our program of service-learning opportunities for students.

PERFORMANCE OF CENTER FOR PUBLIC POLICY AND SERVICE

(Circle choice of numbers 1 through 5)

1	2	3	4	5
(A Great Deal				Very Little)

1. Did you get enough information and assistance from the Center?

   1 2 3 4 5

2. Was printed material clear? (Could you understand what was expected of you?

   1 2 3 4 5

3. Can you think of any printed information that was not available that would help students to better understand the program?

   ____

4. Can you think of any suggestions on how the Center can improve their role in facilitating service-learning opportunities for students?

   ____

   ____

PERFORMANCE OF SUPERVISORY FACULTY

(Circle choice of #s - same instructions as above)

1. Was your M.C.C. faculty supervisor helpful in assisting you to develop your educational plan?

   1 2 3 4 5

2. Were they helpful in helping you set up an agency interview?

   1 2 3 4 5

3. Were they helpful in assisting your M.C.C. registration process?

   1 2 3 4 5

4. Did you feel they cared about your progress at the agency?

   1 2 3 4 5

5. Were you comfortable in approaching them with your problems?

   1 2 3 4 5

6. Did you feel like you had (not enough), (too much) or about the (right amount) of supervision/assistance from your M.C.C. faculty? (Circle one)

7. Can you think of any suggestions of how M.C.C. Faculty supervising service-learning students can improve their role?

   ____

   ____

PERFORMANCE OF COMMUNITY AGENCY

(Circle choice of numbers 1 through 5)

1 2 3 4 5

(A Great Deal Very Little)

1. How challenging was your work?

   1 2 3 4 5

2. Were your tasks/assignments boring?

   1 2 3 4 5

3. Were persons at your agency helpful?

   1 2 3 4 5

4. How much did you learn from working at your agency?

   1 2 3 4 5

5. Did your service-learning change your perceptions/attitudes about the role of community service?

   1 2 3 4 5

6. Do you feel you made a significant contribution to your community?

   1 2 3 4 5

7. Did your service-learning experience change your perception about the need for social change and your commitment to "get involved"?

   1 2 3 4 5

8. Did your service-learning experience change your career or educational plans?

   1 2 3 4 5

9. Did your agency provide you with (not enough) work, (too much) work, or about the (right amount) of work? (Circle one)

10. Would you do another service-learning project at your agency if you had a chance?

    Yes No Not Sure

11. Would you consider doing another service-learning project at another agency?

    Yes No Not Sure

12. Would you recommend to your friends that they do a service-learning project?

    Yes No Not Sure

13. Can you think of any suggestions on how Community Agencies can improve the experience for future service-learning students?

____

____

OTHER COMMENTS: ______________________________

____

____

INTERNSHIP

Internships and practicums are activities in which students engage in learning through practical work site experience. Internships are usually undertaken by students who are at or near the end of a preparatory academic program.

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INTERNSHIP

Internships and practicums are similar activities in which students engage in learning through practical work site experience. Internships are usually undertaken by students who are at or near the end of a preparatory academic program.

DEFINITION OF INTERNSHIP

A structured work experience which involves the practical application of previously studied theory through a combination of course work and part-time experience, for which school credit/outline verification is awarded. Uses written training agreements to outline what students are expected to learn and demonstrate at the work site and what employers are expected to provide. Strong emphasis on coordination and integrating between work site and classroom learning. Credit hours/outcomes and levels of intensity vary, depending on the course of study. May be paid or unpaid. Literally, "to train or serve an advanced student or recent graduate undergoing supervised practical training."

- Students observe the world of work and develop needed work skills.
- Students are provided with a means of earning credit outside the classroom (non-paid).
- Related and targeted to student's chosen career field.
- Allows students to explore career options.
- Allows students to learn work terminology, work climate business/industry protocol.

JOHN'S STORY

John, a junior, always knew he wanted to become a clothing designer. John's career exploration classes confirmed that he possessed the aptitude and skills to follow his dream. He began building a foundation of academic and problem-solving skills in mathematics, computer science, textiles, art and design. During his junior year, John entered a formal paid internship in the apparel design department of an apparel manufacturing firm. At the end of his junior year, John was offered a summer position as a design assistant in the firm's apparel design department. John's work experience and continued art classes allowed him to compile a impressive design portfolio. This portfolio helped him to earn a scholarship and admission to a reputable design institute.

SETTING UP AN INTERNSHIP

Identifying Potential Work Sites

The first step is setting up an internship experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible internship sites on their own. The internship program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.

Placing Students

Student placement in internship experiences can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the internship experience. Employers will want to interview prospective interns to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn internship credit for their job experience, provided that the coordinator formally approves of the site.

Arranging Schedules

The program supervisor and student should arrange a work schedule that is convenient for both of them. If is best if the schedule is consistent form week to week, so that the work site can prepare meaningful work experiences for the student, and reinforce positive work habit.

Confirming Plans

Students should contact the work site supervisor to confirm arrangements and answer any questions he may have about the program.

Preparing Students

Students need to be thoroughly prepared before embarking on an internship experience. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with an internship, handbook which contains a combination of the following:

- **Internship agreements.** These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of the academic expectations for the internship experience. The forms should be signed by the student and the work site supervisor, as well as the program coordinator.

- **Outline of address and behavior expectations.** While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- **Goals/objectives worksheet.** Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the internship experience. The list should include skills the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the internship experience supports

- **Checklist.** Give students a checklist which includes everything they need to do to prepare for the internship experience. Preparing resumes, developing objectives, contacting employers, arranging schedules and transportation (if necessary) and doing background research all possible checklist items

- **Evaluation materials.** Students will be evaluated by their work site supervisors throughout the internship experience. Provide students with copies o the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their internship experiences, as well. Students evaluations of the program can also be helpful as an element of ongoing program improvement.

Preparing Work Site Supervisors

Work site supervisors must be thoroughly prepared for the internship experience. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following:

- **An overview of legal responsibilities.** There are many legal issues that work sites supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance. For unpaid work experiences, all parties need to be aware of federal guidelines related to unpaid work experience.

- **Instruction for working with young people.** Many professionals are unaccustomed to the unique challenges of communication and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.

- **Activity suggestions.** Remind work site supervisors that the purpose of the internship is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills.

- **Checklist.** Employers will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work space as appropriate, and informing students about company policies and procedures.

- **Evaluation materials.** Employer response to the internship program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

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CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the internship experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the internship experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be working
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place.
- Students and teachers discuss professional standards for behavior and dress
- Teachers emphasize practical applications of the concepts and skills they teach in class.

On-site Activities

- Students learn actual job skills by participating in work-related activities
- Students observe practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Classroom/Seminar

Classroom/seminars provide students with opportunities to better understand their internship experiences and enhance their learning. Seminar schedules can vary from three meetings per term to as often as daily. Curriculum can include:

- Job search skills and techniques, such as resume writing and interviewing skills
- How to develop goals and objectives
- Reflective assignments, such as weekly logs and journals
- Education on workplace issues
    -Sexual harassment
    -Workplace basics
    -Managing conflict
    -Responding to criticism
    -Labor laws
    -Discrimination
    -Professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the internship experience.

Name________________

Pathway Teacher________________

Period________________

Roosevelt High School
Work-Based Learning Program

Student Survey: *Arts & Communications Example*

As a junior, you have the opportunity to participate in an internship. An internship is longer that a job shadow and gives you the opportunity to have hands-on experience in an area that you are interested in within your pathway. Please answer the questions below to help us plan your internship:

1. What do you think about the idea of an internship?

2. What would be your first three choices for an internship within your pathway?

Choices:

1. ________________________________
2. ________________________________
3. ________________________________

Other (please specify)________________________

3. Is there anything about an internship that makes you uncomfortable?

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Roosevelt High School
Internship Program

Employer Participation Form

_____Yes! I am interested in participating in Roosevelt High School's internship program. You have my permission to schedule an appointment with me to set up an internship.

____
Signature

____
Date

Please complete the following information and return this form to:

Rene' M. Leger
Business Partnership Coordinator
Roosevelt High School
6941 N. Central
Portland, OR 97203
Fax: 280-5663.

****

(To be completed by student supervisor)

NAME:

TITLE:

ORGANIZATION:

ADDRESS:
(street):
(city, state, zip code):

TELEPHONE#:

BRIEF DESCRIPTION OF YOUR JOB:

BRIEF DESCRIPTION OF YOUR ORGANIZATION:

BEST TIME TO CALL ME:

OTHER PEOPLE IN MY FIELD THAT MIGHT BE INTERESTING IN PARTICIPATING:

Note: If you can return this form via fax (280-5663) it would be greatly appreciated!

Roosevelt High School
Work-Based Program
Internship Checklist

Date:

Teacher: **Pathway:**

This provides a checklist of important steps to be completed for a successful internship. This will also help to plan the time needed to complete the steps. **The steps should be checked on the left-hand side as they are completed.**

Done	Steps	Who?	By When?
	Before		
	Initial Steps		
_____	1. Assign Roles	_____	_____
_____	2. Set Objectives & Criteria	_____	_____
_____	3. Establish Timing	_____	_____
	Working With Students		
_____	4. Introduce Internships	_____	_____
_____	5. Distribute Student Survey Class	_____	_____
_____	6. Explain Results of Student Survey	_____	_____
_____	7. Meet Individually With Students	_____	_____
_____	8. Inform Teachers	_____	_____
	Contacting Employers		
_____	9. Target occupational Areas	_____	_____
_____	10. Target Employers	_____	_____
_____	11. Make Employer Contacts	_____	_____
	Training Agreement		
_____	12. Generate Training Agreement	_____	_____
_____	13. Sign Training Agreement	_____	_____
	Matching, Orientation and Final Details		
_____	14. Match Students and Employers	_____	_____
_____	15. Generate Journal Exercises	_____	_____
_____	16. Worker's Compensation Forms	_____	_____
_____	17. Student Orientation	_____	_____
_____	18. Employer Orientation	_____	_____
_____	19. Communicate with Attendance Office	_____	_____

Roosevelt High School
Work-Based Learning Program
Internship Checklist
(cont.)

Done	Steps	Who?	By When?
	During		
	Monitor Student Progress/ Integrate Classroom Work		
____	20. Communicate With Employers	____________	____________
____	21. Monitor Students	____________	____________
____	22. Site Visits	____________	____________
____	23. Classroom Activities	____________	____________
	After		
	Follow Up With Students		
____	24. Student Evaluation	____________	____________
____	25. Thank You Note	____________	____________
____	26. Final Project	____________	____________
____	27. Grade	____________	____________
	Follow Up With Employers and Teachers		
____	28. Employer Evaluation	____________	____________
____	29. Teacher Evaluation	____________	____________
	Program Review		
____	30. Program Review	____________	____________

Roosevelt High School
Internship Program

Employer Information

Background

Roosevelt High School is a nationally recognized education restructuring program aimed at making classroom learning more relevant to what goes on in the "real world." Our program is called Roosevelt Renaissance 2000 (RR2000).

One goal of the RR2000 program involves placing students in meaningful work-based learning experiences to complement their classroom learning. The experiences related to student interests within one of six career pathways. Since 1992, Roosevelt freshman and sophomores have been doing job shadows, which provide brief exposures to different careers. Internships are the next step for juniors and seniors, providing more lengthy hands-on learning experiences.

What is an internship?

An internship is a non-paid, structured work experience. Students are at a work site once per week for approximately 2-3 hours over the course of 6-9 weeks. Specific dates, times, and student assignments vary for each facility.

What are the goals of the program?

Our objective is to provide students with opportunities for "first-hand" experience in a professional work setting. Internships vary somewhat, but during each experience students should accomplish the following goals:

1. Work with workplace supervisor, co-workers and others to accomplish assigned tasks that contribute to the long and short-term goals of the host organization. All aspects of the internship (including dates, times, responsibilities, etc.) will be outlined in a Work-Based Learning Training Agreement.

2. Apply basic skills and knowledge to "real world" work settings and learn new skills that are relevant to an individual organization.

3. Demonstrate mastery of basic skills outlined in "Learning Objectives".

4. Reflect upon the internship in terms of career options.

It is also important to note that your willingness to accept a student into your workplace will be a big boost for his/her self-esteem. For many students, internships make learning relevant because they take place in the "real world".

How are students selected?

All juniors and seniors in a pathway class are eligible for the program. However they must fulfill the following expectations.

1. Sign "training agreement" and fulfill all students expectations associated with the agreement.
2. Maintain regular attendance in school and at their internship site.
3. Abide by all rules and regulations of work site. Respect confidentiality.
4. Complete weekly student assignments and brief evaluation upon completion.
5. Arrange transportation to and from internship site.

What is expected of the employer?

1. Designate a member of your organization to supervise the student during the internship. Fill out the attached employer participation form (page 3).
2. Work with RHS school staff to develop realistic tasks and learning objectives for the internship. Tasks should evolve after period of initial observation.
3. Sign training agreement and fulfill employer expectations within the agreement.
4. Allow worksite supervisor to be available for a brief orientation.
5. Respond to periodic phone calls from staff.
6. Complete a brief evaluation upon completion of the internship.

How Do I Get Involved?

1. Fill out the employer participation form on page 5. Someone from the Work-Based Learning Office will contact you.

2. Fax the form to: (503) 280-5663 or send it to: Rene' M. Leger, Business Partnership Coordinator, Roosevelt High School, 6941 N. Central, Portland, OR 97203.

Roosevelt High School
Work-Based Learning Program

Student Overview: Arts & Communications Example

1. **Goals**

*Explore opportunities in arts and communication field.

*Get first hand experience and understand skills needed to succeed in the field.

2. **Timing**

*Wednesdays, 8:00 - 10:30 am, Feb. 15, Feb. 22, Mar. 8, Mar. 15 and Mar. 29

*Your internship will require you to miss your first period class on the dates listed above. Your first period teacher will excuse you from your class but you are required to make up the work that you miss during the tutorial period.

3. **Your Grade**

*The internship represents 25% of your grade for the semester. Your grade will take into account the following information:

*Attendance/Punctuality
*Employer Evaluation
*Journal Entries
*Final Report
*Signed slip from first period teacher indication that you have fulfilled all of the requirements of your first period class.

4. **Training Agreement**

*The training agreement is a contract that must be signed by you, your parents, the employer, and a representative from Roosevelt High School. It describes the responsibilities for you and others during the internship. No student may participate in the internship without a signed training agreement.

*Tasks: The training agreement will describe the type of work (tasks) that you will perform and observe during your internship. Remember that you will learn a lot by observing your worksite supervisor.

*Learning Objectives: Learning objectives are on the back of the training agreement. Your progress on these learning objectives will be measured by how your supervisor evaluates you and by what you write in your journal entries.

Name____________________

Pathway Teacher____________________

Period____________________

Roosevelt High School
Work-Based Learning Program

Journal Exercise: Arts & Communications Example

1. List everything you did today. (Ex: 8:00 am -Arrive)

2. What activity did you enjoy most? Why?

3. After today's experience, what questions would you like to have answered and what would you like to learn more about next week?

4. Describe one job, person or department at your internship that you would like to know more about. Why?

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Roosevelt High School
Work-Based Learning Program

Employer Evaluation: Arts & Communication Example

We appreciate your taking the time to host a Roosevelt student at your place of work. We are interested in the long-term success of our program and would appreciate a few minutes to share your assessment of the work based learning program. Your feedback will be very valuable as we plan our future programs.

NAME: **NAME OF STUDENT:**

TITLE:

COMPANY:

Basic Skills

Directions: Using the following scale of 1-4 please rate the students in the following areas by circling the numbers.

4 -Exceeds expectation **3 -Meets expectation** **2-Below expectation** **1 -Need improvement**

Punctuality/Attendance				
Reported to work site at appropriate time and remained the required time.	4	3	2	1
Reported to work site according to dates specified in training agreement.	4	3	2	1
Attitude Toward Internship				
Used time effectively.	4	3	2	1
Demonstrated interest and enthusiasm.	4	3	2	1
Understood and applied safety procedures.	4	3	2	1
Interpersonal Skills				
Related well to supervisor and staff.	4	3	2	1
Accepted suggestions.	4	3	2	1
Communicated effectively.	4	3	2	1
Personal Conduct				
Met company dress code.	4	3	2	1
Demonstrated professional manner.	4	3	2	1
Respected the confidentiality of the internship.	4	3	2	1

General Information

Do you have any suggestions for improving our internship program? Yes No
Suggestions?

Would you be willing to host another student in the future? Yes No

-continued on back-

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Roosevelt High School
Work-Based Learning Program

Employer Evaluation: Arts & Communication Example
(cont.)

Learning Objectives

Directions: Using the following scale, indicate if the student achieved the following learning objectives.

Achieved learning objective - 2 **Did Not Achieve - 1** **Not Applicable - 0**

Student developed an understanding of the education/training needed to succeed in the broadcast field.	2	1	0
Student developed an understanding of the opportunities and pay structure in the broadcast field.	2	1	0
Student learned the work cooperatively with other employees/supervisor.	2	1	0
Student learned the techniques and skills needed to do a radio broadcast.	2	1	0
Student learned the communication skills needed to succeed in the broadcast field.	2	1	0

Comments

Employer Signature/Date

Student Signature/Date

Please return to :

Rene' M. Leger
Roosevelt High School
6941 N. Central
Portland, OR 97203
FAX: 280-5663

Thank your for your help!

Student Evaluation: Arts & Communication Example

1. What did you like the best about your internship?

2. What did you like the least about your internship?

3. In the future, how long do you think internships should be? Why?

4. Would you recommend this internship to other students? Why?

5. On a scale of 1 to 5, how would you rate your performance?

Outstanding		Average		Needs Improvement
5	4	3	2	1

Why?

6. What suggestions do you have for improving the program?

INTERAGENCY AGREEMENT
DYSART UNIFIED SCHOOL DISTRICT
and
MARICOPA HABITAT FOR HUMANITY

This agreement describes the way in which DYSART UNIFIED SCHOOL DISTRICT #89, hereinafter referred to as the School, and MARICOPA HABITAT FOR HUMANITY, an Arizona non-profit corporation, hereinafter referred to as Habitat, shall collaborate to provide economically and academically disadvantaged students with work-based learning sites and occupational skills training in order to assist them in entering and/or completing vocational training programs and successfully transitioning into secondary, post-secondary technological education and/or direct job placement.

It is understood that Dysart Unified School District will serve as the fiscal agent for this agreement.

DYSART UNIFIED SCHOOL DISTRICT AGREES TO:

1. Staff a Job Specialist who will provide assessment, training, placement, and supervision for students involved in the program.
2. Hold regular meetings with all collaborative parties (i.e. JTPA, Apprenticeship Committees, DES, class instructors, etc.) for the purpose of interactive communication and support.
3. Coordinate services to provide support necessary for student success.
4. Incorporate related instructions into the classroom.
5. Correlate school-based instruction with work-site based activities and training.
6. Assure that student continues to meet requirements to pass on to the next grade or graduate.
7. Provide liability insurance coverage for students when participating in work-site training during school hours.

HABITAT AGREES TO:

1. Provide job shadowing and internship sites and mentors as available and appropriate for student participants.
2. Provide construction trade job experience for student participants through Maricopa County Summer Youth Employment program.
3. Provide general contractor services in conjunction with the above programs to train, direct, and oversee construction labor.
4. Provide necessary safety instruction, in conjunction with the School's instructor, throughout the student training period.
5. Avoid subjecting student to unnecessary hazards. Work in hazardous areas will be incidental to training, kept at a minimum, and not a part of the student learner's program.

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6. Comply with state, federal, and local labor laws.

7. Maintain liability insurance coverage on volunteers and staff during the entire project period.

Trainers of students will not discriminate in work training programs or activities based on race, sex, handicap, or because a person is a disabled veteran or a veteran of the Vietnam era. This policy of nondiscrimination extends to all other legally protected classifications. Publication of this policy is in accordance with state and federal laws including Title IX of the education amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973.

This agreement of entered into by the between the parties signing below.

____________________ Signature	____________________ Signature
____________________ Name and Title	____________________ Name and Title
Maricopa Habitat for Humanity an Arizona Non-profit Corporation P.O. Box 189 Sun City, AZ 85372	Dysart Unified School District #89 11405 N. Dysart Road El Mirage, AZ 85335

SUBJECT TO APPROVAL BY THE DYSART U.S.D. BOARD ON AUGUST 7, 1995

Student Information

EXCEL 21
Business Partnerships Program

"Helping Young Adults Obtain Internships"

Dysart Unified School District #89
11405 North Dysart Road
El Mirage, Arizona 85335
Phone: 876-7000 Ext.: 2571
Fax: 876-7511

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EXCEL 21

Business Partnerships Program

"Helping Young Adults Obtain Internships"

Dysart Unified School District #89 ♦ 11405 North Dysart Road ♦ El Mirage, Arizona 85335
Phone: 876-7000 Ext.: 2571 Fax: 876-7511

Student Agreement

Student's Name:________________**Grade:**____________**File ID**:______ **Phone:**____________**Date:**________

Check One: Internship ☐ Shadowing ☐

Internship Benefits

I will experience on site job exploration.	I will meet new people
Travel to other parts of the city.	It would be fun.
I will get job training skills.	I may make money.

Introduction

Dysart's Business Partnerships Program purpose is to match students job interest with employers. Students gain opportunities by learning on the job while attending high school. We work with a variety of employers who are interested in providing internship opportunities . These employers provide mentors and information about your career choice.

What is an Internship?

An internship is usually a semester or year long job experience aimed at providing the students on-site job knowledge about his/her interests. Internships may be paid or unpaid depending upon the employers. The student may also be able to receive school credit for internships.

Parent/Guardian and Teacher Permission

I must get teacher and parent/guardian permission to participate in the Internship program.

School Requirements

1. Be working towards maintaining a minimum of 2.0 GPA.
2. Fill-out the application.
3. Be on target for passing reading and mathematics requirements for graduation.
4. Complete **Business Partnerships Interview**.
5. If providing your own transportation, a copy of your drivers license and proof of insurance must be submitted.

Job Requirements

1. I will keep a positive and professional attitude while on the internship. My attitude reflects on Dysart High School's students, staff and faculty.
2. I will dress accordingly and appropriately for my internship.
3. I will meet all my identified requirements to receive school credit.
4. I have read and understand what is required during my internship. Parents and the high school principal will be notified of inappropriate behavior. Discipline is subject to Dysart High School policies and may jeopardize my internship participation.

Student' Signature:________________________________*Date:*________________________

*Specialist's Signature:*________________________________*Date:*________________________

EXCEL 21
Business Partnerships Program
"Helping Young Adults Obtain Internships"

Dysart Unified School District #89 ♦ 11405 North Dysart Road ♦ El Mirage, Arizona 85335
Phone 876-7568 Ext.: 2571

Internship Application

Student's Name:_______________**Grade:**___________**File ID**:_____**Phone:** ___________**Date:**_______

Address:____________________________City____________________Zip-Code_______________

Birth-date:_______________Age:____________________SSN:_______/_________/___________

Home Phone:_____________/_____/__________Emergency Phone:_________/_____/___________

Please Check One: Internship ☐ Shadowing ☐

Please Check One: Business & Marketing ☐ Engineering & Industry ☐
Health & Human Services ☐ Liberal & Fine Arts ☐

Based on the one box checked, in what specific job are you interested?

*Please list:*____

I like working: hands on ☐ outside ☐ with people ☐ in an office ☐

Do you have transportation? *Please Check One:* ☐ YES ☐ NO

*If no, Explain:*____

Do not write below this line.

Completed application ☐ YES ☐ NO____________________________
Permission form ☐ YES ☐ NO____________________________
Copy of insurance ☐ YES ☐ NO____________________________
Copy of drivers license (if applicable) ☐ YES ☐ NO____________________________
Teacher permission ☐ YES ☐ NO____________________________
GPA verification ☐ YES ☐ NO____________________________
Interview completed ☐ YES ☐ NO____________________________
Comments:____
____
____

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EXCEL 21

Business Partnerships Program

"Helping Young Adults Obtain Internships"

Dysart Unified School District #89 ♦ 11405 North Dysart Road ♦ El Mirage, Arizona 85335
Phone: 876-7000 Ext.: 2571 Fax: 876-7511

Parent/Guardian Permission Form

Student's Name:________________ **Grade:**____________ **File ID**:______ **Phone:** ____________ **Date:**________

Check One: Internship ☐ Shadowing ☐

(Please initial if applicable)

Waiver of Liability

☐ ____________________

(Parent/Guardian Initials)

I, ____________________, a participant in the **Business Partnerships Program**, sponsored by Dysart High School, hereby acknowledge I am voluntarily seeking to intern with employers, paid or unpaid.

The student agrees that with respect to any injury or accident which may occur while he/she is on the program of Dysart High School, the student waives and releases Dysart High School from and against any claims for damages or loss which may be incurred as a result of any accidental injury occurring as part of his/her participation in the **EXCEL 21, Business Partnerships Program.**

Parent Permission to Obtain a TB Test.

☐ ____________________

(Parent/Guardian Initials)

I hereby give __________________ permission to get a TB test for work at a job site in the **EXCEL 21, Business Partnerships Internship Program**.

Parents Permission for Transportation

☐ ____________________

(Parent/Guardian Initials)

I understand that transportation to and from job sites is the responsibility of the student. If, however the situation arises where school personnel find it necessary to transport my child to job interviews and/or other job related activity, I hereby give ________________________ permission to travel with school personnel.

(Student's Name)

Parents Permission for Pictures

☐ ____________________

(Parent/Guardian Initials)

During the school year pictures may be taken for publication in the newspaper or television or video tape made to be viewed in the classroom and also presented to other agencies. This is done in order to make more people aware of the many benefits of the **EXCEL 21, Business Partnerships Internship Program**.

I give permission for my child's picture (s) in the above stated manner. ☐

I **DO NOT** give my permission for my child's picture (s) be taken or used in any way. ☐

Parent/Guardian Signature ____Date:__________________

I give my permission for the items checked and initialed above.

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Employer Information

EXCEL 21
Business Partnerships Program

"Helping Young Adults Obtain Internships"

Dysart Unified School District #89
11405 North Dysart Road
El Mirage, Arizona 85335
Phone: 876-7000 Ext.: 2571
Fax: 876-7511

EXCEL 21
Business Partnerships Program
"Helping Young Adults Obtain Internships"

Dysart Unified School District #89 ♦ 11405 North Dysart Road ♦ El Mirage, Arizona 85335
Phone: 876-7000 Ext.: 2571 Fax: 876-7511

Employer Participation Form for Job Shadowing /Internship

Introduction

Dysart's Business Partnerships Program goal is to match student's job interest with employers. Students gain valuable career opportunities by learning on the job while attending high school. We work with a variety of employers who are interested in providing internship opportunities. These employers provide mentors and information about career choices.

What is an Internship?

An internship is usually a semester or year long job experience aimed at providing the student on-site job knowledge about his/her career interest. Internships may be paid or unpaid depending upon the employers. The student may also be able to receive school credit for an internships.

What is Job Shadowing

Job Shadowing involves a professional spending approximately three hours or more with a student. This program is designed to give a student an opportunity to explore on the-site-job and obtain career knowledge .

Yes, my company would like to host, Please check one: Internship ☐ Shadowing ☐

Date:_____/_____/_____

____
(Name) *(Title)*

____
(Company) *(Type of Organization)*

____
(Company Address) *(City)* *(State)* *(Zip-code)*

____/________ ____/____/________ Best time we may call you:__________________
Work Phone *Fax*

Preferred skills:____

Type of work:____

Student's routine work day:________________________________

How many students will you sponsor:____________

Hours per week:__________Time preferred:__________Weekend hours:__________Length of position:________

Other:____

Is this position paid? YES ☐ NO ☐ *If yes, specified dollar amount per hour.* ___$________________

EXCEL 21

Business Partnerships Program

"Helping Young Adults Obtain Internships"

Dysart Unified School District #89 ♦ 11405 North Dysart Road ♦ El Mirage, Arizona 85335
Phone 876-7000 Ext.: 2571 Fax: 876-7511

Employer, Student and Parents Contract

Student Information

Student's Name:__________ **Grade:**_____ **File ID:**_____ **Phone:** __________ **Date:**__________

Address:__________ City__________ Zip-Code__________

BirthDate:__________ Age:__________ SSN:_____/_____/_____

Home Phone:_____/_____/_____ Emergency Phone:_____/_____/_____

Please Check One: Internship ☐ Shadowing ☐

Employer Information

Employer/Company: __________ Training Supervisor:__________

Address:__________ City__________ Zip-Code__________

Phone:_____/_____/_____ Student's Position:__________ Beginning Pay Rate:__________

Beginning Date:__________ Termination Date:__________

Hours: Mon.______ Tues.______ Wed.______ Thurs.______ Fri.______ Sat.______ Sun.______

Employer Agrees to:

1. Complete a regular rating of the student on a form provided by the school.
2. Pay a legal wage to the student with pay increases according to work progress.
3. Provided workman's compensation for student while on the job.
4. Permit program representative to visit student at the work site.
5. Give suitable work activities to student worker.
6. Avoid subjecting student to unnecessary hazards. Work in hazardous areas will be incidental to training while keeping at a minimum and not part of the students programs.
7. The supervisor will arrange a conference with coordinator if a trainee problem arises.
8. Not be responsible for payment of unemployment compensation of the student worker.
9. Comply with state, federal, and local labor laws.
10. Give student a trail period to adjust and prove self.
11. The training sponsor will provide necessary safety instruction throughout student training period.

Employers of student Interns will not discriminate in employment, educational programs or activities, based on Race, Sex, Handicap, or because a person is a disable veteran or a Veteran of the Vietnam era. This policy of nondiscrimination extends to all other legally protected classifications. Publication of this policy is in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and sections 503 and 504 of the rehabilitation Act of 1973.

I do understand that although I have an obligation to help the student learn the above tasks, I am not obligated to continue training the student should he/she fail to perform any given tasks in a reasonable trail period.

Employer Signature:__________ Title:__________ Date:__________

EXCEL 21
Business Partnerships Program
"Helping Young Adults Obtain Internships"

Dysart Unified School District #89 ♦ 11405 North Dysart Road ♦ El Mirage, Arizona 85335
Phone 876-7000 Ext.: 2571 Fax: 876-7511

Parents/Guardian Agrees

1. Assist student with transportation to and from work if needed.
2. Contact the Business Partnership Coordinator before calling the employer about a job related problem.
3. Support the student in their work related experiences.

Student Worker Agrees

1. Perform their work duties in a loyal faithful manner.
2. Not apply for unemployment compensation if they lose the job.
3. Report to work on time.
4. Call the employer if unable to go to work and explain why.
5. Attend school regularly and do all assignments.
6. Obey all school rules.
7. Call your Business Partnership Coordinator about any job related problems.
8. Decide along with employer on working hours over weekends, school vacations and holidays.

School Agrees

1. Permit Business Partnership Coordinator to periodically visit and evaluate the student at the work site and classroom.
2. Incorporate related instruction into the classroom.
3. Correlate instruction in school with on job activities.
4. Business Partnership Coordinator will closely monitor absenteeism.
5. Assure that student continues to meet requirements to pass to next grade or graduate.
6. Maintain JTPA, Migrant, etc. records in regards to any other manner of wages -- keep employer current on status.

Parent/Guardian Permission

I (We), absolve and release all persons and corporations, except resulting from negligent or improper misconduct or and the Dysar Unified School District No 89 from any, obligations or liabilities which may arise as the result of the student's placement in the program. I (We), further agree, to contract the Business Partnership Coordinator if any problems arises before contacting the employer. The following number is 876-7000 ext. 2571.

______________________________ *Father/Guardian*	___/___/___ *Date*
______________________________ *Mother/Guardian*	___/___/___ *Date*
______________________________ *Student Worker*	___/___/___ *Date*
______________________________ *Business Partnership Coordinator*	___/___/___ Date
______________________________ *School Coordinator/Principal*	___/___/___ *Date*

Your signature indicates agreement with conditions stated on all (2) pages of this training agreement.

EXCEL 21

Business Partnerships Program

"Helping Young Adults Obtain Internships"

Dysart Unified School District #89 ◆ 11405 North Dysart Road ◆ El Mirage, Arizona 85335
Phone: 876-7000 Ext.: 2571 Fax: 876-7511

Employers Evaluation Form

Student's Name:____________________ **Grade:**________ **Phone:**________ **Date:**________

*Supervisor's Name:*____________________ *Company:*____________________

This is not an academic grade but will be used to assist our students gain and improve job skills. please help us by filling out the evaluation form. Circle the following grade and add any comments or suggestions.

Grading Scale: 1 *Needs Improvement* 2 *Below Expectation* 3 *Meets Expectation* 4 *Exceeds Expectation*

1. **Attendance:** Is punctual and calls when he/she is not coming to work. *1 2 3 4*

   Comments:____________________

2. **Reliable:** Is student reliable? *1 2 3 4*

   Comments:____________________

3. **Tasks:** Is motivated to finish tasks on time. *1 2 3 4*

   Comments:____________________

4. **Follow Instructions:** Can follow and remember instructions. *1 2 3 4*

   Comments:____________________

5. **Motivation:** Is motivated to seek work and be creative. *1 2 3 4*

   Comments:____________________

6. **Knowledge of Equipment:** Is knowledgeable on equipment use and care? *1 2 3 4*

   Comments:____________________

7. **Positive Attitude:** Attitude is positive and works well with co-workers? *1 2 3 4*

   Comments:____________________

8. **Positive Criticism:** Willingness to learn from mistakes. *1 2 3 4*

   Comments:____________________

9. **Appearance:** Is dressed and groomed appropriately *1 2 3 4*

   Comments:____________________

10. **Business Etiquette:** Uses proper work etiquette? *1 2 3 4*

    Comments:____________________

11. **Student's over-all grade of performance.** *1 2 3 4*

12. **Suggestions for Improvement:**____________________

Future Employment: Would you hire or recommend this employee for a job on regular basis? *Please check one:*

Yes ☐ No ☐ Other ☐ *if No or Other Explain:*____________________

*Student's Signature:*____________________ *Date:*________

*Supervisor's Signature:*____________________ *Date:*________

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SCHOOL BASED ENTERPRISE

A School Based Enterprise is an enterprise in which goods or services are produced by students as part of their school program. School Based Enterprises typically involve students in the management of a project that may involve the sale of goods for use by others. Enterprises may be undertaken on or off the school site but are always a part of the school's programs.

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SCHOOL BASED ENTERPRISE

School Based enterprises are

any activities through which students produce goods or services for sale to or use by people other than themselves. Examples are child-care centers, restaurants, used car dealerships, supermarkets, hardware stores, and radio stations. Any business outside of a school could be a school based enterprise. In rural areas, school based enterprises can fill the gap in areas where employment is scarce.
The low operating cost of a school based enterprise makes it particularly attractive to school districts. Typically they get seed money from a sponsoring institution, a grant, or the school itself, and then become self supporting.

An school based enterprise is defined as a school sponsored, work based learning opportunity in which a group of students:

- Produce goods or services for sale or use by other people
- Participate in multiple aspects of the enterprise
- Relate service and production activities to classroom learning

Students are exposed to useful lessons in developing and sustaining a business and that may not be acquired in other work based learning experiences or in out-of-school jobs. School based enterprises foster working in teams, are student initiated, student run, and students experience work that is intrinsically motivating. Teachers serve as advisors, but not CEO's

Some school based enterprises operate like regular small business where students can apply the academic and vocational content they have learned in school. In addition, a school based enterprise can give students practice in all aspects of an industry and opportunities to exercise problem solving, communication, interpersonal relations, and learning how to learn in the context of work.

Examples of School Based Enterprises

- ☆ At **Rothsay High School**, students run the only lumberyard, hardware store, and grocery store in town.
- ☆ **Blue Ridge High School**, students run "**Blue Ridge Bistro**" restaurant open three days a week for faculty and students during the lunch hour.
- ☆ **Laurence G. Paquin School** houses "Young Sensations", a boutique for products designed and created by students.

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Examples of School Based Enterprises (cont.)

- ☆ At Arizona's **Gilbert High School** houses a child care center, "**Toy Box**" for district staff children. Students work with the children to learn parenting and child care skills.
- ☆ At **Oregon's Sandy Union High School**, students mark and build trails, clean up a stream, and build fish runs and hatching boxes.
- ☆ **Salome High School** in rural Arizona purchase land and materials, build an entire house, and market the completed project to the community.

Developing, operating and sustaining a School Based Enterprise

All activities needed to plan and implement a school based enterprise should directly involve students in assessing community and student needs, selecting products and services, designing business plans, as well as other planning activities. A successful school based enterprise is developed, run, and owned by the students. A school based enterprise provides a group of teachers the opportunity to work together to integrate both academic and vocational coursework around an industry and the work tasks needed to run a successful enterprise.

PLANNING

Assessing Community and Students Needs

Before actually creating a school based enterprise, students and teachers need to determine the unmet needs of the inner and outer school community in order to determine the goods and services that may need to be produced. Filling a market niche or unmet community need is one way to ensure a successful enterprise. A school based enterprise is not intended to put adults or other businesses in the community out of work, nor is it created to lose money.

No business will succeed unless it fills a need. This phase of market research and analysis and of developing support by key stakeholders is probably the most difficult and time consuming, but it is the most important for your future success. Many entrepreneurs spend almost and entire year on this process in which they conduct market research and consider the following:

- The community and its needs (potential customers/the market)
- A detailed description of the product or service to be provided
- Sources of help and support

After carefully considering each of these areas, you will have a clear description of the school based enterprise, the product, or service it will provide, as well as the information needed to begin preparing the business plan and will help you operate the school based enterprise.

Consider how the school based enterprise will benefit the community's economic growth. In other words, you want to do something someone else is unable to do, at a cost that makes sense in terms of the marketplace studied before setting up the school based enterprise. Begin this assessment by examining your community. All business are concerned with who their customers are or will be. Develop a list of questions to use on your survey that will determine the following:

- Who are they (age, economic status, sex, and so on)?
- What are their purchase decisions based on (price, quality, service, location)?
- What products or services do they want but cannot easily find?
- Why would they be interested in a specific product or service, and how much would they be willing to pay for it?

Defining the Product or Service

After assessing the community, it is important to assess the interests of the students and teachers involved in the school based enterprise. Their interests and level of commitment will help you to narrow down the products and/or services to be offered as well as the scope of the business.

Because students have been involved in the planning process from the beginning, they already have information about the products and services that might serve the community needs. It is important for students to begin matching the community needs with their interests. Through class discussion, survey or team assignment have each student create lists of hobbies, favorite activities, ways they like to help people, and so on, as well as any related business possibilities. The next step in developing a school based enterprise requires stimulating students to think about and analyze suitable products or services

Defining the Product or Service

Based on the information provided in the community, student, and competition needs assessment, it is time to make a decision and commit to developing one of your products or service possibilities. The most potentially successful business venture should become apparent. Allow the students to determine the winning business, and as a class, describe your product or service in detail. Describe the features of the product or service, the customer (who will use it and how), and why it differs from other similar products or services. To visualize the product or service, ask students to draw, diagram, sketch, or build a model of it.

NOTE: After selecting your products and/or services, you and your students may want to review and make sure you have an adequate needs assessment of your community and the competition for the particular product selected. Market research takes time, but will pay off in the long run.

Build Key People Support

You will need to involve other key people and build a team that will provide support, professional advice, and continuity. Key support may come from parents, the business community, Chamber of Commerce, government agencies, non-profit organizations, retired small business owners, etc. Some sources will play a one-time only role while others may be involved throughout the live of the school based enterprise.

ESTABLISHING A STRUCTURE

There are may questions that will arise as you consider the operation of the school based enterprise and the links you are building between curriculum and work experience. Answering the questions below is a preliminary step to developing a business plan.

Curriculum Structure

- How may teachers and classes will be involved?
- Which disciplines will integrate curriculum around the school based enterprise activities?
- How many student will it take to run the school based enterprise?
- What kinds of credits or salary will students earn?
- Where will the school based enterprise be housed on the school campus? Or will it be in the community?
- How will the school based enterprise activities fit into schoolwide activities?
- What administrative support is necessary to get the school based enterprise off the ground?
- Is a business license or government inspection required?

Training

- What experts in the community can the school based enterprise rely on for advice and training?
- What skills and knowledge do the teachers in the school based enterprise need? Are there special training or courses teachers should take?
- What are the skills and knowledge that students will need to develop and run the school based enterprise?

Training (cont.)

- How will new students be trained every year?

Scheduling

- How many hours a day, per week, or per month will you need to accomplish your vision?
- How will you integrate the school based enterprise time with school time? How will this influence the time structure at school?
- When will teachers meet to plan curriculum?
- How many hours per week will students work?
- How will the school based enterprise balance class time and work time?
- What will happen to the school based enterprise during the summer months?

Facilities and Equipment

- Where will your school based enterprise be open for business?
- What physical requirements do you need?
- How will your facilities affect other programs and aspects of school?
- What one-time materials and equipment will you need to start up the school based enterprise?
- What materials will you need to purchase regularly to sustain your school based enterprise?

Finances

- How much do you expect to charge for your services or products?
- How much do raw materials, facilities, and/or equipment cost?
- Will the students receive a salary? What about other employees?
- Do you need to make a profit? If not, who will underwrite the business venture?
- What will be done with the profits?
- Are there start-up costs involved for your school based enterprise?
- Where could you ask for financial support?

BEST COPY AVAIL

THE BUSINESS PLAN

The business plan will eventually serve as a roadmap for the future operation and success of your school based enterprise as well as serve as a necessary document to obtain any financial support you may need to start it. Typically, a business plan is 30-40 pages long , takes from two weeks to one year to write, and is made up of many small parts. Creating the business plan provides an excellent opportunity to develop teamwork and collaboration; to integrate other classes and teachers into the school based enterprise; to actively involve some of the community and industry partners; and to make important discoveries and costly mistakes on paper rather than in the midst of running the business. Industry partners and others such as attorneys, accountants, or advertisers can provide valuable advice and assistance in preparing parts of the business plan.

Much of the information that must be included in the business plan will come from the research and discussions you have had with students and others up to this point. In general, business plans include the following sections:

I. **Table of Contents**

II. **An Executive Summary.** This one- or two-page section should be written last. It presents the project idea, key objectives and goals, the financial requirements, and the reasons why the business will work.

III. **A Description of the Industry, Business, and Product or Service.** This section should provide a thorough and complete description of the industry, including its current status and future, what kind of business the school based enterprise is, the customers it serves, and exactly what product or service is to be provided as well as its unique features. If the school based enterprise is providing a product, include the raw materials needed for the product, where to purchase them, how much they cost, how much inventory is needed, and if the product will remain available over time.

IV. **The Market**. Many of the results of research on customers, competition, community needs, and market trends in the industry and business can be included in a subsection called "Market Research and Analysis". Include in this subsection projections on how much business the school based enterprise will do, with an estimate of the size of the current market, as well as projections on what next year's market and the market over the next five years will look like. The second part of this section should include a "Marketing Plan" for the school based enterprise, along with a defined marketing strategy for its products or services. For example: Which customers will it target, and how will it do that? How will the business advertise? Will the product or service be provided locally, regionally, statewide, nationally, or internationally?

V. **A Plan of Operations.** In this section, the facilities and equipment necessary for the school based enterprises to operate are described. Indicate where the business will be located and how much space it will need, any machinery or office equipment needed, and how he facilities and equipment will be acquired (leased, donated, purchased, and so on).

V. A Plan of Operations (cont.)
This section should also describe in detail and manufacturing process of the school based enterprise produces a product. Finally, this section should describe the actual manufacturing process, how any necessary raw materials will be obtained, and how the quality of the product will be controlled and inspected.

VI. A Financial Plan. This section explains how much money is needed to operate the school based enterprise, and how it will be used. Also, this section generally includes three basic forecasts over the first three years of the life of a business:

(1) *A Profit and Loss Forecast* in which sale projections are compared to the costs of producing, selling, and advertising, and to the costs of operating the business, including salaries, rent, telephone, legal or accounting fees, and so on. Sales are estimated based on the prices established for the product or service and on the research done concerning what share of the market your product or service will have. If this forecast shows that the school based enterprise will not sell enough to cover its expenses, explain why and how this negative situation will be resolved. It is not unusual for any business to experience a loss during its first year, but there are almost no businesses that can survive for more than one year at a loss. Also, if you know that the business will experience a loss, you must have a strategy for dealing with that loss for example: Will a grant or other financial resources finance the losses in the first year of business?

A. Costs Required to Start Up the school based enterprise

Raw Materials $________________

Equipment/Facilities $________________

Salaries $________________

Other Costs $________________

Subtotal $________________

B. Start-Up Money Available $________________

C. Difference (A-B=C) $________________

If item C is a negative amount, where can we get the money we need?
If item C is a surplus, what will we do with the profit?

(2) *A Cash Flow Analysis* will show a schedule over the first few years of cash *inflows* and cash *outflows*. For example, during the start-up of the school based enterprise, there will be a great deal of cash *outflow* in order to acquire any facilities, equipment, or raw materials needed to do business. However, the first large cash *inflow* may

not be anticipated until the second or third week of business. Consider any regular payments that the school based enterprise will need to make such as rent or cost of materials, and any seasons for cycles that might affect the flow of cash to your business. For example, the holiday season might mean an excessive cash *inflow* for you because you sell gift items.

(3) *A Balance Sheet* provides a detailed list of the *assets* needed to operate the school based enterprise and how the assets are financed (whether they are *liabilities* or not). Assets are anything financial that is needed to sustain the business such as cash, raw materials in stock, products that are ready to sell; any money due from the sale of a product or service (accounts receivable); and any facilities or equipment the school based enterprise owns. *Liabilities* are deducted from the asset because they represent items that the school based enterprise does not own.

VII. **Organizational Structure.** In this section, describe the team that will operate and sustain the school based enterprise. Describe the titles and roles of each person involved in the day-to-day operation of the school based enterprise, including employees/students, teaches, industry partners, and any other supporting individuals and/or organizations. Create a chart the visually describes the organization of the school based enterprise. Describe how each person will be compensated in terms of salaries, course credits, or other forms of compensation (consulting fee, awards, bonuses, and so on). Also, include a Governance or Management Plan in this section in order to describe how problems or conflicts will be handled, and how decisions such as hiring and firing will be made and who will make them.

VIII. **Schedule**. Prepare a timeline that shows major events such as start of business, first day of production, start date for and period of advertising efforts, goal for first sale and first delivery, and first paychecks (if applicable). Prepare a schedule that describes the period and duration of classroom time, including the school base enterprise course and any related courses. Describe the hours of operation for the business and any periods of time that the business will not operate such as during spring break or the holiday season.

IX. **Community Benefits.** The school based enterprise will provide opportunities for personal development and will benefit its community in both social and economic terms. In this section, describe the school based enterprise's worth as a responsible organization. Also, it is important to describe its economic benefits to the community, such as new employment opportunities for unemployed or underemployed individual and greater business opportunities for suppliers and vendors. However, it is equally important to describe the new skills and career opportunities it will provide to students; the community support, pride, and participation it will develop; and any new, previously unavailable product or service it will provide. Finally, define the school based enterprise in terms of the equality of workers and its efforts to encourage participation in decision making, open communication, job satisfaction, safety, responsibility for work, customer satisfaction, adherence to applicable laws or regulations, and truth in advertising.

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X. **An Education and Training Plan.** This section includes the curriculum, lesson plans, and strategies you have developed in planning the school based enterprise. Your lesson plans and strategies may not be a part of the document and class prepares; however, this document should include what you expect students to learn (lesson objectives) through the school based experience, including vocational-academic skills, technical skills, managerial and supervisory skills, and the interpersonal skills (cooperation, participatory decision making and problem solving) needed to run a business. Also, define the assessment strategies that will be used to test individuals' skills and knowledge.

Finally include an Appendix with any spreadsheets, charts, or graphs that support other sections.

A business plan takes time to develop but is a very important step before opening the doors to your school based enterprise. Moreover, developing the business plan is a natural place to begin integrating academic and vocational coursework through English, history, math, economics and other courses. Once the business plan is complete, it can be used to develop grant proposal and plan other fundraising activities.

Present the draft business plan to the entire group of participants to study, modify, and approve. If they approve it, then present it to the parents and community. Finally, submit the plan for financing to local or state agencies, financial institutions, or grant-making organizations. Once you have a plan, it will be revised may times. As long as you involve students and industry, the learning curve can be steep, nonetheless it can be productive for all concerned because you are learning to run a business together.

IMPLEMENT: CARRY OUT PRODUCTION AND SERVICES

School based enterprises enable students to participate in a model workplace and a stimulating learning experience. Students will encounter and experiment with new production methods, new ways to learn, and new problems to solve. The skills they learn and experiences they acquire can lead to future income and a better quality of life. The success of the school based enterprise depends on their learning to care about what they product and the quality of the service they offer.

Students are the force behind the implementation of the business plans and sustaining the school based enterprise. Once the plan is designed, students and teachers must work together to accomplish the following:

- Obtain the necessary equipment and supplies
- Contract with suppliers for necessary components or raw materials
- Organize the work force and educate individuals about their new roles
- Begin producing the products or services
- Define the sales force and sales strategy
- Begin marketing the products
- Establish channels/methods to distribute the products or services

Once the business is operational, there are a variety of tasks that must be performed routinely, including:

- Maintaining budgets
- Maintaining inventory
- Training new students and teachers
- Marketing products and/or services
- Selling the products and/or services
- Delivering products and/or services

Adapted from Getting to Work: A Guide for Better Schools. Berkeley, CA: National Center for Research in Vocational Education, 1995. Module Three: Learning Experiences.

CLINICAL WORK EXPERIENCE

Clinical experiences are different from other structured work experiences in that they require on-site supervision by a certified teacher or faculty member. These experiences usually take place in medical settings, where students have opportunities to practice the skills they have learned in the classroom.

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DEFINITION OF CLINICAL WORK EXPERIENCE

A work experience which involves the practical application of previously studied theory through a combination of course work and part-time work experience, for which school credit/outcome verification is awarded. Uses written training agreements to outline what students are expected to provide. Strong emphasis on coordination and integration between work site and classroom learning. Credit hours/ outcomes and levels of intensity vary, depending on the course of study. Clinical Experiences are distinguished from Cooperative Work Experiences and other work experiences, in general, by the fact that clinical experiences involve supervision of students by a faculty member who is on-site during the entire experience, while the supervision of students on a non-clinical work experience is performed by the work site supervisor and coordinated by the faculty member.

BOB'S STORY

Bob became interested in health care when he was a freshman. During his sophomore year, he worked with a school counselor to set up a work experience program within the health career cluster area. Bob's goal was to prepare himself for a career as a dental technician.
At the start of his junior year, Bob began a series of structured clinical work experiences at a local dental clinic in combination with complementary courses at school., During the next two years, Bob worked at the clinic 18 hours per week. Upon graduation, he entered a local community college to continue his studies and earn a certificate in dental technology.

SETTING UP A CLINICAL WORK EXPERIENCE

Identifying potential Work Sites

Most clinical work experience programs have ongoing relationships with local health care organizations. Supervising faculty members can be very useful in helping to set up these experiences

Placing Students

Student placement in clinical experiences is generally arranged by the school. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the clinical work experience. Work site staff members will want to interview prospective interns to ensure a good match. Programs may allow students who are already employed at a job in a clinical setting to earn credit for job experience related to their course of study after it has been formally approved as a clinical experience site.

Arranging Schedules

The faculty supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week, so that the work site can prepare meaningful work experiences for the student, and reinforce positive work habits.

Confirming Plans

A program representative should contact a work site representative to confirm arrangements and answer any questions he may have about the program. For clinical experiences, coordinators should check to see if the school district needs to carry additional liability insurance.

Preparing Students

Students need to be thoroughly prepared before embarking on a clinical work experience. In addition to classroom preparation that focuses on skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a clinical work experience handbook which contains a combination of the following:

- **Work experience agreements**. These agreements outline the responsibilities of both the faculty supervisor and the student, as well as the purpose of and academic expectations for the clinical work experience. The forms should be signed by the student, the faculty supervisor, and the program coordinator. Parent/guardian signatures may be required for minor students.

Preparing Students (cont.)

- **Outline of dress and behavior expectations**. While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- **Goals/Objectives worksheet**. Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the clinical work experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the clinical experience supports.

- **Checklist**. Give students a checklist which includes everything they need to do to prepare for the clinical experience. Preparing resumes, developing objectives, contacting worksite representatives, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- **On-site Orientation.** A structured tour of all interfacing departments early in the clinical experience is beneficial for students. Students should also complete a form with the relevant facilities information.

- **Evaluation materials**. Students will be evaluated by their faculty supervisors throughout the clinical work experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their clinical work experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement. Provide feedback to the work site.

Preparing Faculty Supervisors

Faculty supervisors must be thoroughly prepared for the clinical experience. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for faculty supervisors which contains a combination of the following.

- **An overview of legal responsibilities**. There are many legal issues that faculty supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that faculty supervisors and work site representatives understand their legal responsibilities and potential liabilities in advance.

Preparing Faculty Supervisors (cont.)

- **Activity suggestions**. Remind faculty supervisors that the purpose of the clinical experience is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills.

- **Checklist** Supervisors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work schedules with work site representatives, and informing students about work site policies and procedures.

- **Evaluation materials**. Employer response to the clinical experience program is essential for maintaining a successful operation. Provide faculty supervisors with forms on which they can evaluate student participation, as well as the program itself.

Preparing Work Site Staff

Work site staff members should be aware of the presence and needs of students involved in clinical work experiences, and should be encouraged to provide support when appropriate. Work site staff members should be aware of the abilities and training limitations of these students, and avoid putting them in situations that could prove dangerous to themselves or others.

Once the staff and students have been identified, it is a good idea to hold an orientation meeting to review the competency list, expectations, liabilities, etc.

CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the clinical experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be working
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students prepare questions to ask their supervisors based on their research and writing
- Students and teachers discuss professional standards for behavior and dress
- Students learn and practice job skills that will be needed on the work site
- Teachers emphasize practical applications of the concepts and skills they teach in class

On-site Activities

- Students learn actual job skills by participating in work-related activities
- Students observe practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Classroom

Classroom provide students with opportunities to better understand their clinical experiences and enhance their learning. Classroom schedules can vary from three meetings per week to as often as daily. Curriculum can include:

- Job search skills and techniques (resume writing and interviewing skills)
- How to develop goals and objectives
- Reflective assignments, such as weekly logs and journals
- Education on workplace issues: Sexual harassment, Workplace basics, Managing conflict, Responding to criticism, Labor laws, Discrimination, Professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Student continue their career research in light of what they have learned during the clinical experience

COOPERATIVE EDUCATION

Cooperative Education or Co-op offers students a chance to extend the classroom into a workplace setting. The formal 'in school' learning is correlated with a planned work experience, both of which are designed to develop the student's career choice into a marketable skill.

COOPERATIVE EDUCATION

DEFINITION OF COOPERATIVE EDUCATION

Methods of cooperative education (co-op) are comprised of three parts which include: related school based (classroom instruction) learning, work based (on-the-job work experience) learning, and supporting activities (student organizations and advisory committees). All are essential. The teacher coordinator is responsible for coordinating the instruction and student learning from these three sources.

School based instruction refers to a formal 'in school' learning program which correlates with a planned work experience, both of which are designed to develop the student's career choice into a marketable skill. The competencies identified in the learning plan fall into two categories: employability and technical. Employability related instruction deals with conditions and relationships of business and work in general. It develops attitudes, knowledge, and understandings which are common to everyone engaged in the work process. These competencies are sometimes referred to as core employability skills are closely aligned with the SCANS competencies.

To be effective, cooperative education experiences must focus on the student who is deciding which educational and career path they will follow. The school based learning component specifically calls for career awareness, career exploration, planning, and counseling. It also implies a previous involvement in career decision-making by the student and the initial selection through a career pathway.

- Demonstrates relevancy of academic and technical skills needed on-the-job
- Provides an opportunity to gain on-the-job knowledge and/or technical skills
- Provides students with on-the-job training by a skilled employee
- Students must be enrolled in a related vocational-technical course

Adapted with permission from "Guideline for Implementing a STWOA Cooperative Education State Skills Standards Certificate Program; Wisconsin Department of Public Instruction..

SETTING UP A COOPERATIVE EDUCATION EXPERIENCE

Identifying Potential Work Sites

The first step in setting up cooperative work experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible co-op sites. Students may also identify possible co-op sites on their own. Cooperative education depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful co-op sites are a valuable resource that can be utilized over and over again.

Selection of Students

The cooperative education work based learning experience is the responsibility of the teacher/coordinator working with the student and the employer. The coordinator secures the work sites and matches the students with the workplace in order to meet the student's career goals. The coordinator must take into account the student's personal goals and abilities.

The teacher/coordinator should include in the learning plan an interview process between the student and employer, but the ultimate decision for workplace assignment made between the coordinator and the employer. Approval from the parent/guardians (if applicable) and workplace mentor is critical before the student is place in employment. Cooperative education is a means of serving all student populations based on individualized career goals and abilities.

Cooperative Education Agreements

The cooperative education agreement is a written statement of the learning commitment of each of the partners involved in cooperative education, usually the student, employer, parent/guardian (if applicable), and teacher/coordinator. It is an essential and business-like way of agreeing on the responsibility of those involved in cooperative education. The agreement should be signed by each of the partners and a copy given to each.

Items that must be included in the cooperative education agreement include:

- ☞ Name of student, birth date, social security number, address, and telephone number
- ☞ Name of employer, address, and telephone
- ☞ Duration of employment
- ☞ Responsibilities of workplace mentor, student, teacher coordinator, and parent/guardian
- ☞ Conditions of employment such as wages, hours, etc.
- ☞ Signature line for each of the partners

CONNECTING THE CLASSROOM AND THE WORK SITE

Learning Plans

A learning plan is different from a cooperative education agreement in that the learning plan states the specific school based and work based learning which is to be offered to the students. The purpose of the learning plan is to organize and correlate classroom instruction with the learning experiences at the workplace site. It should organize the learning into a logical sequence, based upon state competencies and the student's career goals.

The ultimate responsibility for learning plan development rests with the teacher/coordinator and the workplace mentor. However, the student should also be involved in the development of the plan because it serves as a guide to all parties involved in the cooperative education experience.

Learning Plans (cont.)

Cooperative education derives its integrity from combining work and academic instruction in a manner which leads to the development of marketable skills in a career area chosen by the student.

Students who continue to perform the same routine tasks once they have been learned are not developing the occupational competencies necessary for career development. It is important that the workplace chosen for cooperative placements allow for experiences in all areas of the identified competencies. The participating employer should offer a variety of work experiences which allow learning to progress from the simple to the complex, culminating in an exposure of all aspects of the industry.

Employers need to be familiar with the content of the related class taught by the teacher/coordinator. Using a learning plan that specifies the objectives and teaching strategies of the work based and school based learning enables the employer and workplace mentor to have a better understanding of the comprehensive nature of cooperative education.

A procedure for developing a learning plan is identified below:

- Identify the tasks and competencies that are observable in the workplace.
- Develop and individualized learning a plan for each student based on state approved competencies. Workplace tasks should be directly related to the identified competencies.
- Evaluate the list of tasks and competencies with the workplace mentor to determine what activities the student can do at the workplace to demonstrate competency in the identified competencies.
- Regardless of the original source of the tasks, the workplace mentor should examine the task and competency list to be sure that the student will be able to demonstrate proficiency of them on-the-job. In addition, the workplace mentor should be asked to identify other tasks and competencies that the student may be performing in that workplace.
- Identify the tasks and competencies to be used for evaluation for each grading period, based on related classroom learning and the needs of the workplace mentor.
- Give the student a copy of the tasks and competencies for which she or he is responsible during the first grading period.

Research findings have shown that when students know what they are responsible for achieving, they perform better. Therefore, students must know what they are responsible for achieving on-the-job so that they can focus on learning and performing those tasks. Students should review the learning plan for their consideration. If possible, have them present when the teacher/coordinator and workplace mentor finalize the learning plan.

Assessment Based on the Learning Plan

Assessment of the student's performance during each grading period must be based on the learning plan developed by the partners. A procedure for student assessment is described below.

The teacher/coordinator and the workplace mentor are responsible to:

- Assess student progress during each grading period on the identified tasks and competencies.
- Working together the workplace mentor and the teacher/coordinator evaluate the student's performance for each task and competency previously identified. For those tasks on which the student receives a low rating, the workplace mentor identifies specific areas where improvement is needed and suggest ways the student can improve performance. For tasks on which the student receives high marks, the workplace mentor may give examples which illustrate the outstanding performance. The workplace mentor and the student sign the learning plan and keep a copy.
- Students may master some tasks and competencies at both sites. Additional tasks and competencies to be mastered and assessed during the next grading period are determined and a new leaning plan is designed.
- During the assessment process, it is important to allow students the opportunity to do self assessment of their progress.
- Communicate the results of the assessment to the student.
- The teacher/coordinator and the workplace mentor meet with the student to discuss the evaluation. Identify areas that need to be improved, and inform the student of the workplace mentor's suggestions for improvement. Also identify strengths that have been pointed out on-the-job and in the classroom. Provide evidence to support the evaluation of the tasks and competencies.
- Ask the student to sign the learning plan. Give the student a copy of the tasks and competencies identified for the next grading period, and discuss the new learning plan.
- Continue the evaluation process. For each assessment period established by the school, the teacher, working with the student and workplace mentor, should repeat this process.

Cooperative Education Program Assessment

The establishment of a business/industry advisory committee consisting of local employers, parents, labor representatives, and educators can serve as a positive program planning and assessment tool. Consistent review and improvement of the policies and practices of cooperative education will assist in its effectiveness and long term implementation.

Cooperative Education Program Assessment (cont.)

There are many factors to consider in assessment of the cooperative education process, including workplace stations, related classroom instruction, workplace mentors, teacher/coordinator performance, and student performance. Workplace stations need to be examined for their initial and continued suitability as appropriate learning locations. Workplace mentors need to be evaluated on their willingness and ability to provide proper learning for students. These evaluations are the responsibility of the teacher/coordinator with support of the advisory committee.

Likewise, the related classroom instruction must be evaluated by outside reviewers. This can be done through students, employers, advisory committees, and school administrators.

And finally, students must be evaluated on their performance on-the-job, and in the related classroom instruction, and adherence to school and work based rules and regulations. The advisory committee determines the assessment tools and evaluation techniques so student performance can be measured for use in the classroom, and is responsible to report student assessment/grades to the school as required. The teacher/coordinator and the mentor work together to determine the proper worksite assessment and student evaluation procedures.

The workplace mentor is responsible to assess and document student achievement of competencies on-the-job, but is not responsible to evaluate the student for high school credit.

Workplace Mentoring

Mentoring activities are those which support the needs of students by developing and maintaining a supportive relationship with an adult. The mentor nurtures the students by helping the adjust to the culture of the workplace and orienting them to career options and pathways.

Mentoring programs provide a variety of useful functions for youth, both psychosocial and instrumental in nature. They expose and socialize young people to the world of employment; strong ties to the labor market; increase access to opportunities; develop the social skills of youth; and contribute to an atmosphere of cooperation and flexibility at the workplace.

The employer must agree to provide a mentor(s) for students at the workplace. Mentors must be skilled, experienced workers who can teach youth about the industry and the world of work. Mentors should be required to attend training on working with high school aged youth and meet regularly with school personnel and parents/guardians.

The roles and responsibilities of the worksite mentor will vary from setting to setting but there are basic functions that all mentors ought to perform:

- **Initiating the student to the workplace culture** — introducing young people to an adult social system, a new culture with its own rules, conventions an norms. This can include both formal and informal organizational structure.

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Workplace Mentoring (cont.)

- **Advising youth on career directions and opportunities**— providing networking opportunities, and generally helping expand the young person's career goals.
- **Helping the student to resolve practical problems** — including personal difficulties encountered at work, and school and work related issues.

Mentor training is the responsibility of the local school district.

RESPONSIBILITIES OF THE COOPERATIVE EDUCATION PARTNERS

In developing cooperative education there are expectations and understandings that affect all partners involved. This responsibilities defined below should be understood by all partners.

The Student Will:

- Cooperate with the workplace mentor and teacher coordinator, engage in the work as a learning experience, observe business etiquette, and abide by safety rules.
- Notify the School and business in advance when absence is unavoidable.
- Maintain school performance in order to remain eligible for cooperative education.
- Furnish the teacher coordinator with requested information and complete all necessary reports.
- Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
- Remain with the employer during the agreement period except by mutual agreement of all parties involved to end the experience.
- Abide by the rules and regulations of the cooperating employer.
- ***Keep all business information of the cooperating employer confidential.***

The Cooperating Employer (Workplace Mentor) Will:

- Provide activities which will contribute to the achievement of the required competencies.
- Provide a workplace mentor for the education of the student worker.
- Observe and assess the student at the workplace.
- Provide employment for the student during the agreed times.
- Serve on the local advisory committee.
- Adhere to all Federal and State regulations regarding applicable child labor laws.
- Participate in formal mentor training (for new mentors only).

The Parent(s) or Guardian(s) Will:

- Be responsible for providing transportation for the student to and from the place of employment. Exception may be necessary for special populations students.
- Provide time for conferences with the teacher coordinator.
- Become knowledgeable concerning the purposes and procedures of the learning plan.
- Provide encouragement and assistance to ensure their child receives the maximum benefit from the cooperative education experience.

The Teacher-Coordinator Will:

- Cooperate with and assist the employer in creating a learning plan to meet the needs of the student and employer based on state approved skill competencies.
- Observe and assess the student in school as determined in the learning plan.
- Cooperate with the employer with evaluation of the student. Final evaluation is the responsibility of both the teacher coordinator and mentor.
- Make every attempt to resolve problems that may arise from the business, school, parent/ guardian, student, or community.
- Provide meaningful school based learning related to the needs of the student and employer.
- Work with the local advisory committee to maintain a quality program.
- Provide and promote supporting activities, such as student organizations, advisory committees, and community activities that integrate co-curricular activities which will contribute to the achievement of the skill certificate competencies.

Adapted with permission from "Guideline for Implementing a STWOA Cooperative Education State Skills Standards Certificate Program; Wisconsin Department of Public Instruction.

ARIZONA SECONDARY COOPERATIVE EDUCATION HANDBOOK

FORWORD

Cooperative Education is the most advanced form of vocational education, providing the opportunity for technical application and job skill development. In a world of rapidly changing technology, the work education experience becomes a necessary component of vocational education to provide current technical skill development. The Cooperative Education experience can also help identify the need for additional vocational and basic skill development that can take place within the vocational preparatory and academic classroom settings. Cooperative Education nurtures a relationship between the business community and the school district. This relationship, established through the efforts of the Coop teacher-coordinator, can result in business support of the school district — support which takes the form of advisory committees, donations of equipment, and sharing of training resources.

The challenge for the teacher-coordinator is great; this handbook is an attempt to draw together in a single document the necessary information used by administrators in developing Cooperative Education and teacher-coordinators in the performance of their jobs. Please use it as a guide in the management of your programs.

PROGRAM FOUNDATIONS

DEFINITIONS

What is Cooperative Education?

The term "Cooperative Education" means a method of instruction of Vocational Education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program. Public Law 98-524, Section 521(8).

What Elements Determine a Cooperative Education Program?[1]

1. Alternate or parallel periods of instruction in school and supervised public or private employment are required. Periods of work and classroom activities may be made up of alternate half days, full days, weeks, or other time segments. The average minimum number of hours on the job is usually between 15 and 20 hours per week. This facilitates compliance with federal and state laws affecting the employment of minors.

2. A written agreement among the schools, the employers, the students, and, where appropriate, the parents or guardians is required. This written agreement, commonly known as the training agreement, is school initiated and outlines the responsibilities of the educational agencies, employers, and students to the program.

3. Instruction (including required academic instruction) must be related to the job and to the students' academic study or career goals. Vocational Cooperative Education programs normally have time requirements for related vocational instruction by occupational area, as dictated by the state guidelines. This required related instruction can range from a minimum of one hour up to three hours per day. At the secondary level, in-school courses are specifically designed to develop and improve students' attitudes, knowledge, and employability skills, and are generally designed to be taken concurrently with employment.

4. The alternation of study and work must be planned and supervised to further the students' education and employability. Cooperative Education coordinators are responsible for planning and conducting related academic and vocational instruction designed to meet the students' on-the-job needs. The training sponsors have the responsibility of providing a variety of well-planned tasks to assist students in becoming competent employees. Competent supervision by both parties ensures that experience in a systematic progression of job-related skills is correlated with classroom instruction.

5. Students must be employed and compensated in compliance with federal, state, and local laws. Such compliance ensures that students are not exploited for private gain.

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[1] Campbell, Richard. "Evaluation of Cooperative Education". Presentation at AVA, December 1986.

An Advisory Committee is a group of persons representative of both the educational and the business community which gives recommendations that may be used for the development and improvement of vocational education.

Coordination is the process of organizing, developing and maintaining effective relationships among all groups and individuals involved in Coop to the end that the student receives the best possible preparation for a career.

Occupational Objective is a current career interest selected by the student, the preparation for which is the purpose for the student's vocational instruction in the classroom and on the job.

Preparatory Instruction is instruction which prepares youth or adults for entry, adjustment and advancement in an occupation.

Performance Standards means the models designed to serve as a guide in the establishment, maintenance, and evaluation of quality vocational and technical education programs.

Related Class is the course taught by the Coop teacher/coordinator which is taken concurrently with the students' on the job experience and which provides instruction directly related to the students' occupational needs (e.g., job skills and occupational survival skills).

Teacher-Coordinators are members of the local school staff who teach related subject matter to students preparing for employment and coordinate classroom instruction with on-the-job training or with occupationally oriented learning activities of students. They are responsible for cooperative education in the school.

A Training Sponsor/Supervisor is a person in an organization who is designated to supervise and train a student-trainee during the student's on-the-job experience. The sponsor works directly with the teacher-coordinator.

A Training Agency (station) is the establishment where a student-trainee is employed and where he or she receives on-the-job training under the supervision of the employer and/or training sponsor.

Training Agreement form is completed at the time of initial placement. It should include student information, training station data, employment parameters (such as: amount of beginning wage, average hours of employment per week, length of employment, etc.), specific responsibilities of parents, student, employer, teacher-coordinator, and their signatures of agreement. The training agreement may be canceled with just cause and prior notification of parties.

Training Plan outlines the competencies to be learned and performed by the student during his or her on-the-job training. This plan becomes the basis for evaluation and the certificate of completion.

Training Profile lists competencies needed on the job and forms an evaluation device to be utilized by the student, coordinator, and employer, in periodic and final assessment of a student's classroom and on-the-job performance. This profile can be incorporated into the training plan.

Vocational Education means organized educational programs, approved by the Arizona Department of Education, which are directly related to the preparation of individuals in paid or unpaid employment in such fields as Agricultural, Business, Consumer and Homemaking, Home Economics, Health, Marketing, Trades, and Industrial/Technical occupations, or for additional preparation for occupations requiring other than a baccalaureate or advanced degree, and vocational student organization activities as an integral part of the program.

Vocational Program means a course or series of courses or mastery of competencies including related instruction arranged in sequential (Exploration, Core. Preparation) order, designed to cover specific preparation for a designated career.

Vocational Student Organizations (VSO) means those Arizona Department of Education identified and approved organizations for individuals enrolled in Vocational Education programs which engage in activities as an integral part of the approved instructional program. These are identified as:

DECA for Marketing Education

FBLA for Business Education

FFA for Agriculture Education

STRIVE for Home Economics:
Life Management

VICA for Trade, Industrial, Technical, Health Occupations, and
Industrial/Technological Education

PROFESSIONAL ORGANIZATIONS

Coordinators can benefit greatly from belonging to, and participating in, professional organizations relating to Cooperative Education.

ABEA	Arizona Business Education Association
AIEA	Arizona Industrial Education Association
AME	Arizona Marketing Educators
AVA	American Vocational Association
AVATA	Arizona Vocational Agriculture Teachers' Association
AzCE	Arizona Cooperative Education Association
AzHEA	Arizona Home Economics Association
AzVA	Arizona State Vocational Association
CEA	Cooperative Education Association (National)
CWEEA	Cooperative Work Experience Educators Association
HOE	Health Occupations Education of Arizona
SNAPA	Special Needs Associated Personnel of Arizona
VHE	Vocational Home Economics
WACWEE	Western Association of Cooperative and Work Experience Educators (Regional)

COOPERATIVE EDUCATION STANDARDS

The material contained in this handbook represents a comprehensive guide for Arizona Cooperative Education.

The suggestions contained in the handbook offer direction for those responsible for course development in our Arizona Schools.

The guidelines are compatible with the approval of programs under the new Performance Measures and Standards process:

"State Approval" of programs will be vested in the LEA. "State Approval" is contingent upon the following.

1. The LEA conducts an evaluation of the program utilizing the State Approved Performance Standards and the State Approved Implementation Guide dated July, 1992....and,

2. The LEA submits (by the deadline) the prescribed Local Evaluation Report with all pages completed, including Statement of Assurances bearing the signature, and attestation of each evaluation team member that all standards have been met....and in the event one or more standards were NOT MET....an accompanying Local Improvement Plan, as prescribed in the Implementation Guide.

The Cooperative Education Guidelines listed below describe the minimal requirements of Cooperative Education.

1. **Student Selection**: There is a written set of suggested student selection criteria that minimally includes a stated career interest. (See page numbers 19-21 and Appendix J and K, Recruitment and Student Selection.)

2. **Curriculum**: Curriculum should consist of: 1) a regularly scheduled related class which includes specific occupational instruction and employability skills meeting a minimum of 200 minutes weekly, 2) school credit for on-the-job training and related class, 3) paid on-the-job training (this is not applicable to Cosmetology programs), 4) evaluation of on-the-job training and related classroom performance. (See Appendix A for sample of Training Plan and Progress Report and Appendix C for Sample of Wage and Hour report.)

3. **Training Station Development/Agreement**: The development of training stations is an ongoing process of cooperation between the employer and the school. (See Appendix A for examples of Training Agreements and Training Plans.)

4. **Labor Laws and Regulations**: The Coop Instructor/Coordinator should have current labor laws and regulations governing employment and insurance of the students within the last three years. (See pages 31 to 40 for information from current laws.)

5. **Related On-The-Job Training**: Upon placement, the student should be employed for a minimum average of 15 hours per week during the school year in a position directly related to the student's stated career interest. (See Appendix C for example of wage/hour report and Appendix D for form for comparing students career interest and job placement.)

PROGRAM MANAGEMENT

CONDUCTING A NEEDS ASSESSMENT FOR A NEW PROGRAM

Before initiating the Cooperative Education process of instruction, surveys should be made of the students within the school, and employers from the community. The purpose of the survey(s) is to identify:

1. How many students are interested in obtaining on-the-job training within their career area?

2. How many employers are willing to provide on-the-job training and participate in a cooperative education arrangement?

Program success is often insured through careful preplanning and informing the community about the proposed educational activity. Not all communities can support a class in Cooperative Education even if there is student interest. Not all students have a need or interest in taking classes that involve on-the-job training. Thus, the needs assessment becomes the advance forecaster of program success. Appendix F, a survey of student needs, and Appendix G, a work site training survey, are examples that could be used or adapted for use within a community.

Some employers may not respond to "mailed" and/or "official looking" survey instruments. A better predictor of program success may come from informal, face to face discussions with these individuals. The survey form (Appendix G) may be filled out during or after the discussion, by the instructor.

It is important to present the Cooperative Education image as one in which planned instruction and training takes place, rather than merely a job placement or work experience placement service. The needs assessment becomes the advance marketing tool informing both students and community about the purpose of Cooperative Education. This needs assessment is usually completed before the decision to start a Coop Education course is made and is conducted at the administrative level. The results should be available to teacher-coordinators as a resource for initiating the program.

Teacher-coordinator should keep a record of all contacts made—whether or not that particular business/industry becomes a work site, it is a potential work site and you may want to contact them again later. (See Appendix H, a Potential Training Site Assessment Record, for sample form.)

ESTABLISHING COOPERATIVE EDUCATION

An Overview

1. Contact the State Occupational Program area Supervisor for curriculum/resource support.
2. Identify Potential Work Stations.
3. Establish Training Needs at Work Stations.
4. Identify Training Resources/Prerequisite Needs at Work Stations.
5. Identify Training Support resources available through school and community.
6. Select Validated Competencies or Validate Competencies to be learned at the Work Stations.
7. Create Work Site Training Station Index Card/Certificate or computer file sheet for each station.
8. Advertise Coop class, and select students based upon the student interest/skills and the work site training stations available or possible upon development. (Student selection should be based upon the interest in available or possible training stations, ability to meet employer prerequisite requirements and class description.)
9. Provide placement, matching skills and interests to employer needs.
10. Establish a training plan and agreement with the student and employer.
11. Orient the student, employer and parent to process.
12. Facilitate the learning experience and assess progress through a series of visits, . . . include appropriate Office of Civil Rights (OCR) assurances.*
13. Allow time in the related class where students share their work experiences and learn from each other, as well as individualized study time for specific job preparation.
14. Keep permanent files of each student, documenting time and pay on the job, evaluations, progress reports, the student's application form, the training agreement, the training plan and competency profile..

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FACILITIES AND EQUIPMENT NEEDS

The teacher-coordinator and the administration, working together, should select a classroom and office and equip them. Equipment, supplies, teaching aids, and other materials should be adequate in quantity and quality so that they will enable students who are to be trained to meet their career objectives.

Some necessities common to good Coop environments are:

- Well-lighted room—laboratory-sized classroom space
- Movable tables and chairs
- Chalkboard
- Bulletin Boards
- Access to a computer and printer
- Access to video camera and playback unit
- Access to duplication equipment and supplies
- Teacher's desk and chair
- Bookcase(s), magazine rack(s), and reference shelves or access to a learning resource center
- Office Space
- Telephone with outside line and answering machine
- Typewriter
- File cabinet(s)
- Stationery
- File cards, file folders and indexes, stapler
- Program brochures
- Business Cards (teacher)
- Storage space for individual materials

Office space needs to be provided for and include those things that the teacher needs to work with the community:

- Confidential records
- Confidential student conferences
- Confidential telephone calls to parents and employers
- Parent conferences
- Interviewing and recruiting students
- Preparation of reports and schedules
- Employer contact

It is desirable to have the teacher/coordinator's office adjoining the classroom or be as close to it as possible. Easy access to both the office and classroom for students, coordinator, employers, and resource visitors is another important consideration in order to minimize inconvenience of and disturbance by the activity of these people.

A telephone with outside service should be provided in either (or both) the office or classroom. An essential element for success of the program is a continuous, reliable telephone communication link with the community!

The classroom may be used only for instruction, or it may be used also for a laboratory, simulation center, career materials resource center, advisory group meetings, and/or adult evening classes.

Good facilities have a measurable psychological effect on students. They facilitate motivation to learn. Modern facilities and equipment more closely represent the student's work environment.

RECRUITMENT AND STUDENT SELECTION

Making the students aware of your course, and its purposes, is the single most important part of the student selection process. If the students have a clear idea about what Cooperative Education is, and what it will and will not do, they will be much more able to make a choice about whether to join your class. Having stated selection criteria helps the student know if he can make a successful application to join your class. Some coordinators use a written interview form while others use a verbal process. All selection should include the use of an application form where the student indicates a career preference. This form is kept in the student's file, once accepted to the program.

SUGGESTED METHODS FOR RECRUITING STUDENTS FOR COOPERATIVE EDUCATION

Use local career centers:

Short talks for groups and classes by:

- Coordinator
- Graduates
- Influential participating students
- Guidance counselors
- Student training station sponsors/supervisors
- Persons from districts operating successful courses
- Interested merchants, representatives from business and industry
- Participating students and vocational student organization members

Display:

- Equipment students use in their stations
- Store window display prepared by students
- Student projects

Media:

- Local newspapers
- School papers
- Slide or tape presentations
- Bulletin boards, cartoons, and notices
- Corridor displays
- Pamphlets, posters, bulletins, and brochures
- Videotape

SUGGESTED PROCEDURES FOR THE SELECTION PROCESS

Cooperative Education

1. Schedule recruitment (at least three weeks prior to preregistration)

    assembly
    meet with all sections of one specific class, i.e., History, English, etc.
    posters
    brochures
    public announcements

2. Collect career and program interest survey

    assess interests

3. Confirm time line with Administration.

4. Interview applicants

5. Collect additional data

    counselors
    teachers
    administration
    employers
    student records

6. Make final selection

    Notify student
    Notify parent
    Notify Counselors and Administration

7. Orient students and parents to Coop Education

SUGGESTED GUIDELINES FOR EVALUATING STUDENT LEARNERS FOR A COOPERATIVE EDUCATION CLASS

The teacher-coordinator must examine several selection criteria before deciding to admit students to the class. The following suggestions should be considered. The student should:

Have stated a career interest in an occupation

Be responsible for their own transportation to and from the training station

Be 16 years of age or older

Have adequate skills and meet the prerequisites established for the specific course

Be willing to accept responsibility and follow instructions

Have parental or guardian consent

Have the ability to work with others

Have an acceptable attendance record

Be receptive to instruction and training

Have an acceptable scholastic record

Have acceptable personal physical characteristics which can be further developed

Need, want, and have the ability to profit from the instruction

Be willing to participate in Vocational Student Organization (VSO) activities

Have school or personal medical insurance

The Cooperative Education admission criteria or process must not discriminate based on race, sex, or handicap.

STUDENT/PARENT ORIENTATION

Once student selection has taken place, Student/Parent Orientation is an important process to implement. It ensures cooperation and understanding of all parties involved in the Cooperative Education process.

It is recommended that the coordinator hold a group meeting for parents and students, or meet with the parent/student team individually.

This orientation may be done in conjunction with other Coop program areas in the school.

Appendix M contains samples of forms to facilitate this process.

STUDENT PLACEMENT
SUPERVISION AND EVALUATION

PLACEMENT OF STUDENTS IN TRAINING STATIONS

Once the coordinator has established that a business is qualified to become a training station, the task of placing students on the job begins. A definite sequence of activities takes place and is frequently repeated during the school year. It should be noted that a training sponsor will appreciate a coordinator's organization and professional approach. The following is a chronology of activities the coordinator should follow in securing interviews and placements:

1. Determine which students have the skills and traits that the employer wants and set appointments for interviews during the initial coordination visit.

2. Prepare a few students for the interview with the employer. The coordinator should counsel students on the application process, interview techniques and appropriate dress. Students should attend the interview equipped with the following:

    a. the Coop coordinator's business or referral card
    b. student introduction sheet (see Appendix N for sample.)
    c. personal data sheet

3. Confirm appointments with employer.

4. Send students on interviews and keep records.

5. Follow up interviews immediately and solicit feedback about students who were not hired for use in future preparation.

6. Pass on helpful suggestions to those students who were not hired.

7. Arrange for required paperwork for students who are hired. This may include social security cards; federal, state and local tax records; and training plans and agreements.

SUPERVISING THE STUDENT'S WORK EXPERIENCE

One of the major responsibilities of the coordinator is to make each student's work experience an effective teaching/learning experience. A system of regularly scheduled supervisory (coordination) visits to each training station in which students are placed helps accomplish this goal. During these visits the coordinator can work with students, training sponsors and/or employers to solve problems, plan training activities and evaluate student progress.

Supervisory Visits—Purpose

Supervisory visits are more effective if they have a specific purpose. In the early stages of the instruction, supervisory visits should be organizational in nature to:

1. Ensure that the training person understands the philosophy, goals and workings of Cooperative Education.

2. Ensure that training sponsors understand their role and the teacher-coordinator's role in the process.

3. Ensure the development of a training plan/agreement and the appropriate updating of the Individual Vocational Education Plan (IVEP).

4. Provide assistance in developing the training ability of on-the-job sponsors.

5. Ensure that the job site meets the legal requirements of a training station.

Scheduled supervisory visits routinely made during the year focus on the students and their progress on the job. The visits should include discussions with training sponsors and where possible, observations of the student's job performance. The coordinator then can accomplish the following:

1. Evaluate student progress.

2. Determine additional training needed for on-the-job and related classroom activities.

3. Adjust the student's training plan if necessary.

4. Decide if any problems exist and implement an appropriate plan of action.

5. Decide how adequate the training program is.

The list below of qualifying purposes will aid the coordinator in planning visits (after the student/learner is placed on the job). The purpose of the visit is:

1. To conduct a training sponsor orientation meeting.

2. To design the training plan for the current grading period.

3. To secure the student program report and evaluation for the current grading period.

4. To resolve problems or differences between the student/learner and employer.

5. To inquire about and adjust problems of poor attendance.

6. To adjust problems of job rotation.

7. To check any employer practices that may not be permissible for the student.

Techniques for Visiting Training Stations

Professional etiquette should always be observed when dealing with the business community: Some recommended strategies for developing and maintaining a professional public image are listed below.

Suggested "Do's"

1. Do visit the employer and the training station by appointment.
2. Do explain to the training supervisor the purpose of the coordination visit.
3. Do maintain the conference in a businesslike, professional manner.
4. Do require that the training supervisor evaluate the student's progress at periodic conferences.
5. Do maintain a diary or record of training station visits.
6. Do keep all information and records concerning the place of business confidential.
7. Do express appreciation for the cooperation given by the employer and training supervisor.

Suggested "Don'ts"

1. Don't become involved in controversial issues with the training supervisor, particularly those involving school board policies and procedures.
2. Don't interrupt or interfere with the student/learner's work performance.
3. Don't call attention to errors while visiting the student. Do this in private.
4. Don't request a conference when the employer or training supervisor is obviously busy.
5. Don't expect the training supervisor to teach and evaluate the student/learner without guidance from the teacher.

Frequency of Coordination Visits

The frequency of coordination visits to training stations will vary. The coordinator should visit the training station once every grading period (every nine weeks or quarterly). More frequent visits may be necessary if students are having problems on the job. See Appendix B for sample of Coordinator's Monthly Activity Report which records coordination visits.

EVALUATION OF THE STUDENT'S WORK EXPERIENCE

Near the end of each grading period, the coordinator should make a coordination visit for the purpose of having the training sponsor evaluate the student's work experiences. This evaluation should be based on the objectives, duties and instruction outlined in the training plan. It is suggested that the coordinator arrange for evaluation conferences between the student, the training sponsor and coordinator to assess the student's progress and performance.

The coordinator is responsible for making sure each training sponsor fully understands the evaluation process, the criteria and the schedule for assessing student performance. Coordinators may also consider using student self evaluation in determining grades.

Coordinators should follow the local education agency's policies related to the issuing of grades. The following criteria should be considered in the evaluation process:

1. Occupational adjustment, pride in work, initiative, completion of tasks, ability to follow job procedures and directions, accuracy in work, observation of rules, use of equipment, and ability to work without supervision.
2. Social adjustment, getting along with workers, taking criticism.
3. Attendance, punctuality.
4. Human relations, honesty, courtesy.
5. Personal hygiene, grooming, neatness, cleanliness.

Reasons for Evaluation

A. Regular evaluations give coordinators a constant check on the progress students are making in their adjustment to the world of work.

B. Evaluations give students an insight into their own progress and will build confidence in their ability to function in different situations.

C. Evaluations and grades are required by the school.

(See Appendix A-2 - Training Plan & Progress Report &
Appendix A-4 - Personal Rating Chart, for samples of evaluation form.)

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UNEMPLOYMENT INSURANCE (UI) COVERAGE OF STUDENTS

The wages paid an employee are used for two purposes in connection with Arizona's Unemployment Insurance program:

1. To compute the amount of the state unemployment insurance tax the employer must pay, and
2. To determine the amount of any unemployment insurance benefits the employee may be awarded.

Students who are working generally fall into one of four different classes.

1. Those who are working under a program combining academic instruction with job experience;
2. Those who are working for the school at which they regularly attend classes;
3. Those who are working for their parents;
4. Those who are working for any other employer.

Students falling into any of the first three categories are exempted from coverage. The wages they are paid cannot be used in computing the amount of any unemployment insurance benefits which might be awarded.

Students falling into the last category are generally not exempted from coverage. The wages they are paid are taxable and may be used in computing UI benefits if eligibility is established.

Students who are regularly attending classes are usually not eligible for UI benefits since their school attendance restricts their availability for work.

For further information about unemployment insurance contact:

Internal Revenue Service (Federal Unemployment)—640-3900

Arizona State Department of Economic Security (Arizona Unemployment, Benefits, Claims, and Compensation)—542-4791

WORKER'S COMPENSATION INSURANCE

The Worker's Compensation Act is designed to provide protection for employees who sustain injury by accident arising out of and in the course of their employment. Premiums are paid by the employer based upon the actual payroll paid to the employee. The premium rate is determined by the work classification of the employee.

> With respect to those students in work-experience programs who are actually paid by the employer for whom they are working to gain actual on-the-job experience, such students would be deemed bona fide employees of the employer and entitled to the benefits provided by the Arizona Workmen's Compensation Act.
>
> Work-experience students who actually receive wages for the duties performed of their employers would then be covered under the Arizona Workmen's Compensation Act by virtue of their employer being subject to the payment of salary paid to the student.
>
> With respect to non-paid students in the work experience/exposure programs. Such students are not deemed to be employees under the Workmen's Compensation Act for the reason that they are not performing work for the employer under a contract of hire and are not included within the definitions of the statutory employees such as volunteer firemen and policemen who are, solely by virtue of a statutory presumption, presumed to be employees of the governmental entity for which they perform services. It would be our opinion, therefore, that the most practical means to provide coverage for injuries to non-paid students would be to include them in the health and accident insurance programs carried by most school districts.
>
> With respect to any other type of liability which may occur, it would seem to us that such non-paid students could look to the general liability insurance carrier of the school district or of the employer to which they are exposed if they should receive injury, as the result of the negligence of the school district to the employer.

(From a letter to Dr. Ardolino, May 1976, by Robert K. Park, Chief Counsel.)

Further information regarding Worker's Compensation Insurance may be obtained from:

Arizona State Compensation Fund
Legal Department
3031 North 2nd St.
Phoenix, Arizona 85012
Telephone: 631-2150

CHILD LABOR LAWS

Resource Agencies: State — Arizona Industrial Commission/Labor Division
Phoenix — 542-4515
Tucson — 628-5188

Federal Department of Labor, Wage and Hour Division
Phoenix — 640-2990

State Child Labor Laws cover all employers except those located on the Indian reservations. **Federal Child Labor Laws** cover all employers on the Indian reservations, and those businesses who deal with interstate commerce. When both **Federal** and **State Laws** apply, the more stringent of the two laws will apply. The resource agencies listed above provide pamphlets and current information, if there is a question about the law.

Child Labor Law limitations of job placement and hours are defined by the age of the child, and whether the job is considered hazardous. Hazardous occupations require that a student have had previous vocational preparation directly related to the job placement, or at least receive that preparation concurrently **(State Law). Federal Law** further requires that:

> Hazardous work be incidental to the training, that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person. The **Federal Law** also requires that safety instruction be given by the school and correlated by the employer with on-the-job training.

Another requirement of **Federal Law** is that:

> A schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer.

This **Federal Law** provides the basis for the standards requirement that Cooperative Education classes have on file a Training Plan and Training Agreement which have both been signed by the employer, coordinator, parent and student. The **Federal Law** further emphasizes that this exemption (allowing minors to work hazardous occupations) can be revoked where the work site has not taken reasonable precautions to ensure the safety of minors. This portion of the law is one reason why state standards require that coordinators visit the work site; they must inspect the facilities for safety precautions as well as review the student's performance. Each Coop coordinator should have a copy of the current **Federal and State Labor Laws** within his or her possession. Copies can be obtained from the resource agencies listed at the beginning of this section.

There is no reference in the law regarding emancipated minors, thus it is recommended that the appropriate agency be contacted for authorized waiver of limitations for such students, when their jobs require so.

FEDERAL MINIMUM WAGES AND SUBMINIMUM WAGES

In order for a training sponsor to employ a student at less than the Federal minimum wage, they must have written authorization from the U.S. Department of Labor.

FEDERAL LABOR MEMO Dated October, 1992:
(Regional Office of Arizona)

SUBMINIMUM WAGE PROVISIONS
The Fair Labor Standards Act (FLSA) provides for the employment of certain individuals at wage rates below $4.25 per hour. Such individuals include full-time students in retail or service establishments, agriculture, or institutions of higher education, as well as student-learners (Vocational Education students). Also included are individuals whose earning or productive capacity is impared by a physical or mental disability, including those relating to age or injury, for the work to be performed. Employment at less than the minimum wage is provided for, in order to prevent curtailment of opportunities for employment. Such employment is permitted ONLY under certificates issued by Wage-Hour. For details on any of these programs, contact Diane Reese, Compliance Specialist. Listed below are addresses and phone numbers.

For Information Call:

U. S. Department of Labor
Wage and Hour Division
Attn: Diane Reese, Compliance Specialist
300 W. Congress, FB-41
Tucson, AZ 85701
602-670-4822

or
Regional Office of Arizona:

U. S. Department of Labor
Employment Standards Administration
Wage and Hour Division
71 Stevenson Street
San Fransisco, CA 94105
(415)-744-6625

NOTE: All full-time student applications and certificates are handled by our Dallas, TX office. Please contact:

U.S. Department of Labor, ESA
Wage and Hour Division
525 Griffin Square, #858
Dallas, TX 75202
(214) 767-4538
FAX # (214)-767-2730

Remedial Education

Workers who lack a high school diploma, or who have not attained the educational level of the 8th grade, can be required to spend up to 10 hours in a workweek in remedial reading or training in other basic skills without receiving time and one-half overtime pay for these hours. However, the workers must receive their normal wages for the hours spent in training and the training must not be job specific.

Age Certificates

When you apply for an employment or age certificate, be sure to take documented proof of your age, such as a birth certificate.

Civil Penalty

Employers who violate the FLSA child labor provisions or any regulation issued under them may be subject to a civil money penalty up to $1,000 for each violation.

State Child Labor Laws

State and federal child labor laws sometimes differ. When both laws apply, the law with the more stringent standard must be observed.

For more information on the Federal child labor law, contact the Wage and Hour office nearest you. They are listed in most phone books under U.S. Government, Department of Labor, Employment Standards Administration.

This publication contains only general information about the child labor provisions of the Fair Labor Standards Act. It is not to be considered in the same light as official statements of position formally adopted and published in the Federal Register.

[illegible]

A Message to Young Workers About the Fair Labor Standards Act

U.S. Department of Labor

Employment Standards Administration
Wage and Hour Division
WH Publication 1236

(Revised August 1990)

The Fair Labor Standards Act (FLSA) sets wage, hour, and employment standards that affect most workers in the United States, including young people. The standards affecting young workers vary for different age groups and for farm and nonfarm work.

Nonfarm Work

If you are 18 years old, you may work at any time in any job.

If you are 16 or 17 years old, you may work in any occupation except those declared hazardous by the Secretary of Labor. The 17 Hazardous Occupations Orders for nonfarm work deal with the following:

1 Manufacturing or storing explosives
2 Driving a motor vehicle and being an outside helper
3 Coal mining
4 Logging and sawmilling
*5 Power-driven wood-working machines
6 Exposure to radioactive substances and to ionizing radiations
7 Power-driven hoisting apparatus
*8 Power-driven metal forming, punching, and shearing machines
9 Mining, other than coal mining
*10 Meat packing or processing (including power-driven meat slicing machines)
11 Power-driven bakery machines
*12 Power-driven paper products machines
13 Manufacturing brick, tile, and related products
*14 Power-driven circular saws, band saws, and guillotine shears
15 Wrecking, demolition, and ship breaking operations
*16 Roofing operations
*17 Excavation operations

If you are 14 or 15 years old, you may work in office, clerical, and sales jobs.

You may also work in a number of jobs in retail, food-service, and gasoline-service establishments, such as:

- Cashiering, price marking, and tagging (by hand or machine)
- Assembling orders, packing, and shelving
- Bagging and carrying out orders
- Serving foods and beverages
- Cleanup work
- Car washing and polishing
- Operating gas pumps and performing other courtesy services
- Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing, and stocking goods.
- Errand and delivery work by foot, bicycle, or public transportation

But you may not work:

- During school hours
- Before 7 a.m. or after 7 p.m. (9 p.m. from June 1 through Labor Day)
- More than 18 hours a week during school weeks
- More than 3 hours on school days
- More than 40 hours a week in nonschool weeks
- More than 8 hours on nonschool days

At any age, you may:

- Deliver newspapers to the consumer
- Act or perform in motion pictures or in theatrical, radio, or television productions
- Work for your parents, except in manufacturing, mining, or hazardous nonfarm jobs

Farm Work

If you are 16 years old, you may work at any time in any farm job.

If you are 14 or 15 years old, you may work outside school hours in any farm job except those declared hazardous by the Secretary of Labor.

If you are 12 or 13 years old, you may work outside school hours in nonhazardous farm jobs with your parent's written consent, or you may work on a farm where your parent are employed.

If you are younger than 12 years old, you may work outside school hours in nonhazardous farm jobs with your parent's written consent on farms where the employees do not have to be paid the minimum wage.

At any age, you may work in any farm job on a farm that your parents own or operate.

Minimum Wage

If you work in a job covered by the Fair Labor Standards Act, you must be paid the same minimum wage and overtime pay as older workers, unless a specific exemption applies.

Training Wage

Beginning April 1, 1990, employers may pay a training wage, under certain conditions, of at least 85% of the minimum wage (but not less than $3.35 an hour) for up to 90 days to workers under age 20, except for most agricultural work. A worker who has been paid at the training wage for 90 days can be employed for 90 additional days by a different employer, if that employer provides on-the-job training in accordance with regulations issued by the Department of Labor.

Employers are prohibited from displacing workers (or reducing their wages or benefits) in order to hire workers at the training wage. Also, the number of hours of work paid at the training wage cannot exceed 25 percent of all the hours worked by all workers of the establishment in any month. The training wage provisions expire March 31, 19

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*Exemptions [illegible] provided for apprentices and student learners under specified [illegible]

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TRAINING AGREEMENT

The coordinator must make continuous effort to maintain a training emphasis in Cooperative Vocational Education classes. This is partly achieved through the training agreement. The training agreement is a written statement of the training commitment which is expected of each of the parties involved: the employer, the school, the student, and the parents. Although it is not treated as a legal contract, it is a businesslike way of coming to an agreement on the responsibilities of the concerned individuals. The training agreement should be signed by each of the parties mentioned and a copy should be given to each of them at the time the student is placed on the job.

The following kinds of information should be included in the training agreement:

Student-learner responsibilities

Parent/guardian responsibilities

Training station responsibilities

Name, school, address, telephone number, Social Security number, career interest, and signature of the student

Name, address, and telephone number of training station

Name of training supervisor, job title, and rate of pay for student

Signatures of teacher-coordinator, training supervisor, student, and parent

Assurance that employer will not discriminate because of race, color, national origin, sex, or handicapping conditions.

(See Appendix A-1 for examples of Training Agreements.)

TRAINING PLAN

The training plan outlines a definite plan of progressive experiences and learning activities based on the student's career interest and validated competencies in a given occupational area. It serves as a scheduled or step-by-step plan for training to be used by the employer to aid in planning on-the-job instruction; the instructor, to aid in the planning of classroom instruction to correlate with the on-the-job instruction; and the student, to project her or his career interest both in school and on the job. It also serves to indicate to the employer that she or he has certain responsibilities in the instructional program. The plan should be made out after the student has been placed in her or his training position.

The training plan should be prepared cooperatively by the employer, the teacher-coordinator, and the student-learner. It then becomes a part of the student-learner's instructional program. The plan should serve as a guide for the teacher-coordinator in planning her or his related instructional units and in identifying individual instructional needs. The training plan should identify specific training responsibilities and should be completed after conferences between the student-learner, the teacher-coordinator, and the training sponsor. The parents should also have an opportunity to evaluate the training plan before a final agreement is made. The training plan should contain a record of the instruction and experiences on the job, as well as individual or group instruction engaged in by the student as he or she prepares for his or her career interest.

The training plan provides a record of student occupational experience and should become a permanent part of each student's personal file. The training plan, according to Arizona Work Education Guidelines, is required for each student.

Training plans contribute to the following:

Correlating classroom learning with the on-the-job instruction: A major objective of a training plan is to organize the instruction into a step-by-step sequence which assists a student in achieving his or her occupational goal and provides direction for the training sponsor.

Helping the teacher-coordinator keep up to date: The teacher-coordinator directs the development of the training plan, and has a chance to update and review her or his own occupational knowledge concerning the area of training and keep up with many of the experiences which should be included in the students' training program.

Serving as a guide for the instruction of the student-learner: The training plans give the teacher-coordinator a guide from which to determine what the students can do and what their performance should be in order to reach their occupational interest both in school and on the job. Validated occupational competencies identified for instruction can be used to form the basis of the training plan. The employer must identify those validated competencies that he or she thinks the student can master during the placement period.

Providing and assuring the employer a responsibility in planning the training experience: When an employer helps develop a training plan, the employer realizes its function in the learning process and assumes more responsibility for implementing the on-the-job activities.

Providing the Basis for Student Evaluation and the Course Certificate: The training plan, with specified competencies, can be used for on-the-job and classroom evaluation, for those actions listed are the performances expected of the student. The same training plan competencies that should be listed on the Certificate of Completion form.

Helping identify the goals of the student: A training plan should reflect the goals of the student and should be written for each individual student. When training plans are being prepared, the students should have a chance to express their desires and interests as they relate to training, the training station, and their career interests.

A Training Plan must be thought of as a guide for the student, the teacher-coordinator, and the employer to use in the training program. It should be developed as precisely as possible, yet be flexible and subject to change. Some plans may turn out to be too difficult for a particular individual and will need to be adjusted to his or her capabilities. On the other hand, the plan may not be challenging to a student and will need to be adjusted. The use of a training profile should provide the student with some indication of whether or not the training plan is being followed. If the training station is having difficulty in carrying out the training plan, then the plan should be adjusted. The student must have a training plan that will be meaningful and challenging and provide assurance that he or she will receive as much training and learning as possible. Therefore, any adjustments in the training plan should be oriented toward the students' needs.

Suggestions for developing training plans:

Try to get agreement of the employer during initial visits, using the Employability Skill List or Validated Competency list (see Appendix A-2) as a basis for discussion.

Emphasize training plans in all visits, news releases, and publicity.

Have students prepare job analysis (see Appendix A-3).

Make the plan flexible.

Give a copy of the plan to the employer, training sponsors, and student.

Keep copies of plans to use as models at a later date.

Avoid the following when developing Training Plans:

Developing a Training Plan in one visit.

Making the first plan too detailed.

Ignoring training plans.

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Individual differences among students, variations in the nature of training stations, and the dynamics of interpersonal relationships necessitate a training plan to be developed for every student-learner.

Training plans are systematically developed early in the cooperative education process. Throughout the training period they are used by the teacher-coordinator, employer, and student in structuring learning activities and assessing progress of the student toward his or her occupational interest. From the standpoint of the teacher-coordinator, who has final responsibility for the education of the student, the following steps comprise the development of training plans:

> The use of Validated Competency listing for a given occupational area from the district-approved list or from Arizona Department of Education must be utilized.
>
> Cooperative Education teacher-coordinators deal with a range of occupations, some of which are dissimilar to their personal background. The teacher-coordinator will supplement his or her occupational knowledge through a variety of resources, including: work observation, the U.S. Office of Education Vocational Education and Occupation Classification System, Dictionary of Occupational Titles, operation manuals, and job analyses. She or he should gain insight into the educational preparation necessary for persons to enter and advance within different occupational areas.
>
> The teacher-coordinator with the employer, and often the student, (see Appendix A-3 for sample of student input) will list the competencies the student-learner must acquire in order to further his or her career interest. Together they will order the competencies, suggest learning activities, recommend resources, and agree upon the particular setting(s) where the learning will occur.
>
> The ultimate responsibility for Training Plan development rests upon the teacher-coordinator. She or he will prepare a draft copy which she or he will present to the employer for review. The final training plan will represent a consensus of what learning activities will be necessary for the student, how and where the learning will take place, and what criteria will be used in determining occupational competency. Competencies identified will be translated into learning activities for the student.
>
> From the very outset of Training Plan development, all parties should understand that the document is a guide to student learning and will be revised as conditions dictate. The Training Plan should be considered to be a best estimate, at a given point in time, of what an individual student should do in order to progress toward his career interest.
>
> The sum of all training plans should form the basis of the curriculum for a particular cooperative vocational program. It is the function of the teacher-coordinator to organize and manage the learning environment in order that all students will progress toward their career goals.
>
> In Appendix A-2 is an example of a training plan which may serve as a guide in the development of your own training plans. A training plan is developed around the duties and tasks of a given job and should cover all aspects of the job whether they are presently being performed by the student or not.

TRAINING PLANS AND COMPETENCIES

Training Plans must correlate to competencies established for certain occupations/occupational clusters either by using the district scope and sequence or by using the Arizona State Department of Education listings of Validated Competencies. The coordinator should follow the steps outlined below in order to accomplish this:

1. Secure specific competencies for each student's given occupational job/area/cluster.
2. Review list with student and select ones that are applicable.
3. Review list with employer and select competencies to be addressed on the job.
4. Develop training plan.
5. Complete periodical evaluations based on training plan competencies.
6. Maintain a competency listing on file.
7. Have employer evaluate levels of mastery.
8. When student has completed course and/or on-the-job experience, provide student with a listing and certificate indicating mastered competencies.

NOTE: The following page is an example of competency listings from the Home Economics program. These types of listings should be available for all vocational technical programs and cluster areas. Secure the proper listings for each Coop program and student.

SAMPLE

STUDENT JOB COMPETENCIES
WAITER/WAITRESS

STUDENT WILL:

1. Create a Safe Environment:
    - Identify occupational safety hazards.
    - Correct or eliminate existing hazards.
    - Identify food service personnel safety habits.
2. Follow Fire Safety Procedures:
    - Classify types of fires.
    - Extinguish fires.
    - Report fires.
    - Identify fire drill procedures.
3. Apply First Aid:
    - Minor cuts.
    - Minor burns.
    - Minor falls.
    - Foreign objects in the eye.
    - Objects in airways.
    - Treats dizziness.
    - Heart attack victims.
4. Identify Food Handling Techniques:
    - Prevent food contamination:
        - Through preparation techniques.
        - Through holding techniques.
        - Through storage techniques.
        - Through serving techniques.
    - Maintain standards of personal hygiene.
5. Clean and Sanitize Work and Storage Areas:
    - Kitchen work counters.
    - Dry food storage cabinets.
    - Refrigerated and freezer storage.
    - Food display cases.
    - Service area side stations.
    - Walls and windows in work station.
    - Food holding and serving equipment.
    - Transport equipment used for food storage.
6. Clean and Sanitize Small Food Preparation and Serving Equipment:
    - Glassware, dinnerware, flatware.
    - Condiment dispensers.
    - Preparation utensils.
    - Cooking and baking utensils.
    - Beverage dispensers.
    - Ice machine.
    - Soft serve machines.

A sample of competencies from this program.
For a complete listing see the Arizona State Validated Competency List.

PROGRAM EVALUATION

Annual evaluation of the Cooperative Education process is to be done through the use of Student Evaluation and Advisory Committee input. In Appendix O is a sample of a Student Evaluation form that is "formative." That is, it is open-ended to get information that will update the program. It focuses on the course, rather than the teacher's personality (which is not going to change). The evaluation form should be one that reflects descriptive information that can be used to improve a program, and not be a personality assessment of the teacher-coordinator. Such student forms have been found to yield highly judgmental and often inaccurate results.

The Advisory Committee, hopefully made up of some of the employees, can assist in upgrading the course and improving the management of the Coop coordination process. Input from the Advisory Committee should be kept in the file for State Program Standards Review.

CURRICULUM

AND

INSTRUCTION

THE RELATED CLASS

The Coop curriculum should provide students with experiences that will enable them to meet the instructional objectives of the vocational program they are associated with.

Coop coordinators will be facing a wide range of student abilities, skills and learning speeds. Curriculum and instructional techniques, therefore, must be flexible to meet the individual needs of students and revised periodically to reflect pupil and environmental change.

One method of determining needs and abilities is by using the Individualized Vocational Education Plan (IVEP). The IVEP provides a way to organize available information about an individual student, arrive at decisions concerning vocational and educational goals, and develop a plan to successfully achieve the goals that have been set. The individual student for whom the IVEP is being developed, the student's parents, counselors, and teachers may all contribute to the planning process.

A key consideration in developing an IVEP is the vocational assessment of each student. The Arizona Department of Education has identified the following six areas as those needing to be measured to allow for adequate planning.

1. Job awareness
2. Needs
3. Skills and abilities
4. Work habits
5. Interests
6. Daily living skills

The curriculum, if it is to accomplish the instructional objectives of the vocational program, must include competencies that will provide life and employability skills. The following broad instructional areas are suggested topic headings for related groups of competencies.

1. Course orientation
2. Developing the Training Plan
3. Seeking, obtaining and terminating employment
4. Work adjustment (human relations, job safety, labor laws, etc.)
5. Self-concept (grooming and hygiene)
6. Leadership

7. Social behavior

8. Vocational and career exploration and planning

9. Community awareness

10. Role of the family

Approaches to Instruction

In order to provide students with experiences that will enable them to accomplish the instructional goals of the Coop class, careful planning must accommodate for varying learning speeds, interests, backgrounds, and life-styles. This creates a unique challenge for the Coop coordinator. The suggested approach to instruction is competency-based instruction.

Competency-based instruction as defined in the Arizona Vocational Education Model is an approach to an instructional system that emphasizes the student developing and demonstrating specified skills (competencies) as measured by performance tests. Competencies refer to achievement of the knowledge, skills and attitudes required by a worker to perform a given occupational task.

Competency-based instruction lends itself very well to meeting the goals of the student's IVEP. Instruction can be accomplished with the class as a whole, in small groups or on an individual basis with each student proceeding at his or her own pace. A combination of these approaches is also possible with competency-based instruction.

Vocational Student Organization (VSO) is an integral part of the curriculum and in fact is intracurricular. The VSO is an excellent method of teaching leadership skills and fine tuning job skills. For a listing of VSOs and which VSO is associated with which occupational program

Other points to consider in the instructional process are that:

1. Time is allotted as part of the class to provide remedial instruction in reading, writing and mathematics.
2. Time is allotted for individual and group guidance and instruction.
3. Opportunity is provided to develop career and vocational objectives for students through the use of guest speakers, field trips, projects, and related job assignments.
4. Performance goals that are easily understood and achievable should be established.
5. The curriculum should be based on increasing standards of student performance.
6. There should be easy access into the program and no limit on vertical mobility in skill training or continuing education.

PERMANENT RECORDS
FILING AND RECORD KEEPING

Keeping accurate records is a necessary responsibility of the coordinator. A great deal of data is generated in the initiation and operation of a Cooperative Education class.

Information contained in a student's file is subject to viewing upon request by the student-learner's parent or guardian or the student over 18. Therefore, use careful judgment in choice of information placed in files.

Records required for filing in an individual folder for each student are:

- Application for admittance to Coop class.
- Evaluation reports.
- Training plan.
- Wage and hour reports.
- Training agreement.
- Visitation reports.

Records that may be included in the file for or by the employer or training sponsor are:

- Student's job application.
- Data sheet.
- Parent's name, home/business address, phone number(s).
- Teacher-coordinator's name, address, phone number.
- Interview information.
- Resume (personal data sheet).
- Interest survey.
- Career interest information.
- Reference reports.
- Social security information.
- Projects or in-class assignments.
- Pertinent information relative to work station.
- Follow-up report after graduation.
- Special questionnaires.
- Student conference reports.
- Test results.
- Transcripts.

ALL RECORDS SHOULD BE KEPT FOR A MINIMUM OF THREE YEARS

PROGRAM ADMINISTRATION

ROLE OF SCHOOL ADMINISTRATION

The school administrator is responsible to the local school board as well as the State of Arizona, Department of Education, parents, students, faculty, and to other agencies that provide funds or support for operating Cooperative Vocational Education courses. Having the support of the administration is essential to a successful program that really meets students needs.

All school administrators and staff members need to have the same concept regarding the general objectives and purposes of the course.

Administrative support is particularly needed in the following:

Encouraging all administrators and staff members to recognize the relationship of Vocational Education to the total curriculum.

Blending Cooperative education into academic education.

Providing the teacher-coordinator with sufficient time for teaching and coordinating.

Serving as an information link with the local Governing Board about the Cooperative Education process.

Giving permission for activities; surveying, public relations, and visitation.

Advising about content and circulation of needs surveys.

Providing leadership and requiring accountability from the teacher-coordinator during the school year.

Recognizing the teacher-coordinator as a regular member of the faculty.

Arranging regular and special schedules to accommodate Cooperative Education students in fulfilling their graduation and attendance requirements.

Determining credits toward graduation the student may receive for participation in the course.

Cooperating with teacher-coordinator in the selection of prospective student-learners and in making available school records.

Making provisions for assembly and publicity programs.

Visiting the classroom to find out what the students are doing and how they go about their class work from day-to-day.

Visiting training stations with the teacher-coordinator.

EXTENDED CONTRACT

The purpose of the Extended Contract is for contacting prospective training stations to introduce them to Cooperative Education and contacting the parents of students enrolled in the program. (Many times this is done in the evening because most parents have other commitments during the day.)

The Extended Contract is usually set in August so that it does not conflict with the vacation of the coordinator and the opening of school. If the teacher-coordinator prefers to work in July or August, other than the dates set, it will be the responsibility of the teacher-coordinator to contact the Director of Vocational Education and/or principal and set those dates as early as possible before the end of the school year.

Coordination Time Log

Since the beginning of Cooperative Education, other staff and administrators are curious about what coordinators do with their coordination time. Keeping a log of activities will help justify the release time the coordinator is receiving to any interested party. (See Appendix B for sample time log.)

Listed below are considerations for extended contract and coordination time for the coordinator. The first year requires additional time for related coursework development.

1. Extended Contract/Placement

   Factors that affect amount of time needed:

   a. Placement assistance available within the district.
   b. New training stations needing to be developed.
   c. Existing training stations needing follow-up.
   d. Students/parents needing to be visited.
   e. Community resource/advisory committee members needing to be contacted.
   f. Teaching materials/forms needing to be developed, updated, and copied.

2. Coordination Time:

   Factors that affect amount of time needed:

   a. Number of students and IVEP requirement
   b. Number of training sites
   c. Distance away from school of training sites
   d. Number of new training sites
   e. Whether placement assistance is available
   f. VSO Activities

ADMINISTRATIVE CONSIDERATIONS

I. LOCAL ADVISORY COMMITTEES

It is recommended that each Coop vocational program area establish its own Advisory Committee. The general function of an advisory committee is to provide guidance and support for the program. An active Advisory Committee can be a sounding board for the ideas and problems as well as a strong public relations arm within the community.

Committee members may include, but not be limited to, training sponsors, community resource people (e.g., human service agencies), parents/guardians, and others representing various aspects of the program. School staff and administrators serve as ex officio members only.

The Advisory Committee should meet at least twice a year. Meetings with a written agenda should be scheduled in advance by the chairperson. It should be noted that an advisory committee functions as an advisory group, not a policy making body.

Specific functions of the Advisory Committee are defined by the coordinator and school administrators through an annual program of work. Some traditional areas of involvement for advisory committees include:

A. Instruction

- Conducting community surveys.
- Making labor market studies.
- Reviewing the relationship between the knowledge, skills and attitudes being taught and the needs of potential employers.
- Examining the length of courses, the sequence in which content is presented, and the time distribution within the course.
- Advising on the educational value of different types of cooperative work experience.

B. Technical Assistance

- Providing opportunities to upgrade the teacher's technical skills and knowledge through summer employment.
- Serving as, or arranging for, (a) guest instructor(s).
- Securing funding from outside the school system or institution to assist the teacher in attending professional and technical meetings at regional and/or national levels.
- Obtaining subscriptions to trade magazines and membership in professional organizations.
- Reviewing program budget requests.

- Arranging meetings to develop cooperative relationships between the teacher and representatives of business and industry.

- Assisting with placing students for work experiences.

- Helping students obtain part-time employment during the school year and/or summer employment.

- Helping students obtain employment after graduation.

- Obtaining instructional supplies and equipment.

- Securing charts, models and other exhibits.

C. School and Community Relations

- Assisting with long-range planning.

- Establishing and/or maintaining a current library of visual aids, magazines and books concerning the occupation.

- Serving as speakers at civic clubs, open houses and career days to tell the Cooperative Education story.

- Providing news releases to business/industrial magazines or newsletters.

- Providing news releases for the public media.

- Attending meetings to support vocational education.

- Assisting with the screening of students applying for admission into the Coop class.

- Providing guidance literature to the teacher, counselors and students.

- Evaluating the instructional program.

II. OPERATIONAL PROCEDURES

A. Student Time Schedule

1. A minimum of 200 minutes per week of related classroom instruction is required.

2. The balance of the school day is devoted to required courses for graduation taught by teachers other than the Coop coordinator.

3. An average of 15 hours a week shall be devoted to work experience.

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B. Scheduling

1. It is recommended that scheduling be flexible so that no student is tracked into a tight schedule until graduation.
2. Scheduling should permit the students to move out of Coop or into Coop as needed.

C. Class Organization

1. Emphasis on Individualized Vocational Education Plans (IVEP).

D. Grading

1. It is recommended that grading be done in the same manner as with other subjects in the school system, with emphasis on success.
2. School transcripts should show the student has participated in a Coop class.

E. Regular and Summertime Credits

1. The local school decides what credit is given for the in-school and the work experience component (recommended one credit for in-school and one credit for work experience).
2. Summertime credit, if offered, should be based upon regular summer school credit given in the school system. (This may be an excellent way to retain students who drop out during summer.)

III. LENGTH OF COURSE

The length of the school year should parellel the regular school calendar.

IV. PHYSICAL FACILITIES

The local education agency should furnish adequate classroom facilities for the program. Flexibility is the key to classroom planning. Chairs and tables are recommended to allow for large and small group instruction.

Recommended Classroom Equipment

1. One four-drawer, letter-size file cabinet.
2. One cabinet for instructional materials.
3. One teacher's desk and chair.
4. One large chalkboard.
5. Two bulletin boards.
6. Adequate moveable student tables and chairs.
7. A telephone for teacher use, preferably located in the conference area/office.

SELECTION OF THE TEACHER-COORDINATOR

A good teacher-coordinator is probably the single most important component in a successful Coop experience. The coordinator serves as the liaison between the school, family, employer, and community agencies. In this capacity, the coordinator must have a sincere interest and desire to work with the types of students enrolled in the class.

The minimum qualification for a teacher-coordinator is:

- Vocationally Certified in the State of Arizona with a Cooperative Education Endorsement.

V. EMPLOYMENT AND EXTENDED SERVICE OF COORDINATOR

Coop coordinators should be employed by local education agencies in time to initiate their program adequately.

During the extended time the coordinator will be responsible for:

1. Considering additional students for the class.
2. Visiting the home of each student selected for the program, reconfirming program objectives with students and parents and reviewing the parent-student agreement.
3. Developing a course of study for the coming year.
4. Identifying and establishing training stations.
5. Gathering and developing teaching materials.
6. Duplicating forms needed for the operation of the class.

7. Planning public relations programs for the coming year.

8. Contacting resource people in the school and community who could be helpful to the program.

9. Assisting in developing or updating Individual Vocational Education Plans (IVEP) for each student in the program.

10. Establishing a local advisory committee.

11. Developing a plan for the vocational assessment of all students entering the program.

VI. COORDINATION TIME

The development and maintenance of the work experience component are the most vital segments of the program. It is the school's link with the business community and therefore should be managed competently, enthusiastically and professionally. With careful attention and guidance by the coordinator, a positive image of the school's academic programs can be fostered within the business community.

The teacher-coordinator is responsible for coordinating the student's job activities with the training sponsor. The effect of these coordination activities is to assure, through counseling with the student and training sponsor, that the goals established in the student's training plan and IVEP are being met.

The local school agency should assign coordination time for the teacher-coordinator in blocks of time large enough for effectively contacting employers. This coordination time must be run concurrently with the student's time of employment.

VII. PUBLIC RELATIONS

The success of Cooperative Education depends a great deal upon the cooperation of the school administration, faculty, local businesses, and the community. It is essential that all participants recognize the merits of the Coop experience and know why it is in or being added to the curriculum.

The teacher-coordinator holds the dual responsibility of maintaining positive in-school and community relations. Thus, planning for public relations activities is important. The public relations component can be defined as the total of all impressions made on the public by anyone connected with the process.

Principles for Effective Public Relations

1. A good public relations program must be positive in nature.
2. Public relations must be continuous.
3. Public relations must be honest in both intent and execution.
4. The Coop curriculum must be sound. Public relations can only be as good as the program from which they originate.
5. Cooperative Education either has good public relations or bad public relations. There is no such thing as no public relations.

Goals of the Public Relations Program

1. To promote and improve Cooperative Education.
2. To foster student interest in the Coop experience.
3. To create a favorable image in the eyes of businesses, students, parents, teachers, administration, counselors, and civic/professional organizations.
4. To emphasize the need for and value of the Coop opportunity.
5. To promote Cooperative Education to prospective employers.

Groups and Organizations Targeted for Public Relations Activities

1. Students

   Students who have seen what Cooperative Education is doing for them are probably the best source of good public relations. They are the ones who can best sell the merits of the program. The coordinator should:

   a. Have well-planned instructional objectives.

   b. Be fair and impartial.

   c. Show sincere interest in the students.

   d. Give students responsibilities and show confidence in their ability to succeed.

   e. Be enthusiastic.

2. Students Not in the Program

The teacher-coordinator can foster other students' interest in the course by:

a. Using Coop students to report activities to the school newspaper.

b. Publicizing success of students in the class.

c. Using bulletin boards and exhibits.

d. Arranging for other students and faculty to visit the classroom.

3. School Faculty, Counselors and Administrators

A good working relationship with the entire school faculty and staff is desirable. Coop coordinators are responsible for letting the staff and faculty know that the classroom represents only a part of their total responsibility. Use of coordination time, supervision of students on the job, advisory committee meetings, and other duties should be fully explained. The following are some suggestions to help teacher-coordinators:

a. Invite faculty and staff members to participate in classroom activities.

b. Ask for their recommendations in identifying students for the program.

c. Assume your share of faculty responsibilities.

d. Be professional and follow school policies.

e. Participate in school programs and events.

4. Parents

The teacher-coordinator should:

a. Meet with parents to explain Cooperative Education. If possible make a home visit.

b. Contact parents on a regular basis.

c. Invite parents to visit the program.

d. Ask parents to assist in some school activities.

5. Business, Merchants and Civic Organizations

The coordinator should:

a. Invite representatives to serve on the Advisory Committee.

b. Invite representatives to present talks or give classroom instruction.

c. Join and participate in civic and business organizations.

d. Present programs on Cooperative Education at civic and business organizations, using students whenever possible.

VIII. SUPPORT SERVICES

To provide a complete Coop experience, all school and community-based support services should be used. Examples of support services in the school district include:

1. Counseling
2. Liaisons with other Cooperative Education programs
3. Job placement or career centers
4. Social worker or psychologist
5. School nurse
6. Bilingual specialists
7. Parent organizations
8. Student organizations

Community services that can be used include:

1. Arizona Department of Education
2. Division of Vocational Rehabilitation
3. Service organizations
4. Trade or professional organizations
5. Department of Economic Security
6. Community-based organizations
7. Colleges, universities, or trade schools
8. The court system
9. Chamber of Commerce
10. Individual religious organizations

APPENDIX

SAMPLE NO. 1

COOPERATIVE EDUCATION TRAINING AGREEMENT

Student-Learner	Address

School	Home Telephone Number	Social Security Number

Training Station/Employer

Address Telephone Number

Training Supervisor Rate of Pay

Student-Learner's Career Interest

Training Station Occupational Placement

Student-Learner:

The Student-Learner recognizes that the job experiences will contribute to his/her career objectives and agrees:

1. To be regular in attendance, both in school and on the job, and, unless permission is granted, not to report for work on a day when absent from school.
2. To perform the training station and classroom responsibilities to the best of his/her ability.
3. To furnish the teacher-coordinator with necessary information about his/her training station and to promptly complete all required reports.
4. To abide by the rules and regulations of the training station.
5. To consult with the teacher-coordinator about any difficulties arising at the training station or related to the training program.
6. To provide his/her own means of transportation to the training station.
7. Not to sever employment with the training agency without approval of the teacher-coordinator.
8. To relinquish the job if he/she withdraws from school or the cooperative program.

Training Station Will:

1. Provide a variety of work experiences for the student-learner that will give the student the opportunity to progress in competency achievement.
2. Endeavor to schedule the student-learner for at least an average of 15 hours per week.
3. Abide by all Federal and State regulations regarding employment.
4. Assist in the evaluation of the student-learner.
5. Consult with the teacher-coordinator about any difficulties arising at the training station or related to the training station that involve the student-learner.
6. Reinforce safety instructions and practices related to the job.
7. This training plan may be cancelled at any time provided due notice is given to all parties concerned.
8. The employer does not discriminate in employment practices on the basis of sex, race, color, handicap, or national origin.

(FOR HAZARDOUS OCCUPATIONS ONLY)

9A. The work of the student-learner in occupations declared hazardous shall be incidental to his/her training, shall be intermittent and for short periods of time, and shall be under the direct and close supervision of a qualified and experienced person.

B. Safety instruction shall be given by the school and correlated by the employer with on-the-job training.

Parents Agree:

1. To encourage the student-learner to carry out effectively his/her duties and responsibilities both in the classroom and on the job.
2. To be responsible for the actions of the student-learner while on the job.

Teacher-Coordinator Agrees:

1. To provide related classroom instruction, including safety instruction for hazardous occupations.
2. To periodically observe the student-learner on the job and to visit with the training supervisor in order to aid in the student-learner's development.
3. To consult with the training supervisor in the evaluation of the student-learner.

Student-Learner	Date	Parent	Date
Training Supervisor	Date	Teacher-Coordinator	Date

Four copies—original to Training Agencies, copies to Parent, Student and Coordinator

BEST COPY AVAILABLE

SAMPLE NO. 2

COOPERATIVE EDUCATION TRAINING AGREEMENT

(Type/Print All Information)

School Name ____________________ Phone ______________ Date of Hiring ______________

The ______________________________ will permit ______________________________ to enter its
(Training Station - Employer) (Student)

establishment for the purpose of gaining knowledge, skill, and experience as a (an) ______________________
(Occupation)

at ______________________ Student/Trainee Social Security No. ______________________
(Beginning Wage)

The course of training is designed to operate for a minimum of fifteen hours per week for the nine-month school year. The training will be in accordance with this Agreement and a *Training Plan* developed jointly by the employer and coordinator.

1. The school will make provision for the student/trainee to receive related instruction, including safety instruction.
2. The status of the student while in training shall be that of student/trainee.
3. The student/trainee recognizes that regular attendance both at school and on the job is very important and necessary. With rare exceptions if the student is too ill to attend school, he/she will also be too ill to work; conversely, if the student is to attend school, he/she will also report for work, providing he/she is scheduled for work that day. *Exceptions are to be arranged in advance by the Teacher-Coordinator only.* If an absence is to occur, the student/trainee's responsibility is to notify the employer and his/her Coordinator.
4. The student/trainee may not leave a training station position without the consent of his/her Teacher-Coordinator. In turn, the employer is requested to confer with the Teacher-Coordinator prior to the dismissal of a student. If a student/trainee must leave the training station position, he/she is to provide a two-week notice to the employer.
5. The employer will give the student/trainee the opportunity while in training to progress from job to job in order to [illegible] experience in various operations.
6. The employer will reinforce safety instructions and practices related to the job.
7. The employer agrees to provide periodic (minimum of four per year recommended) evaluations of student/trainee performance in cooperation with the Teacher-Coordinator.
8. The employer states that: "Cooperative Education hiring does not discriminate in employment practices on the basis of sex, race, color, handicap, or national origin."
9. The parent or guardian consents to the involvement of the student in this cooperative work experience program and is supportive of it.
10. Parents or guardians of the student/trainee agree to contact the Teacher-Coordinator concerning all questions/concerns pertaining to the training station experience. Parents or guardians agree to NOT call employers directly.
11. This training agreement may be canceled at any time provided due notice is given to all parties concerned.
12. All questions related to this Training Agreement should be directed to the Teacher-Coordinator whose phone number is listed below.

______________________________ ______________________________
Employer Date Parent or Guardian Date

______________________________ ______________________________
Coordinator Date Student Date

Employer Phone: ______________________ Coordinator Phone: ______________________

Student Home Phone: ______________________

Four copies—original to Training Station Sponsor - copies to parent, coordinator and student.

BEST COPY AVAILABLE

SAMPLE

COOPERATIVE EDUCATION

TRAINING PLAN AND PROGRESS REPORT (Evaluation/Certificate)

Student:______________________________ Date of Hire:__________________________

Training Station:_____________________ Supervisor:____________________________

Degree of Progress

1. Demonstrates without assistance
2. Demonstrates with minimal assistance
3. Demonstrates with assistance
4. Needs additional training to demonstrate
5. Not applicable at this time

Degree of Responsibility (place next to progress rating)

* Demonstrates in a timely fashion
** Demonstrates with a positive attitude

School or Work Site	Competencies (Job related, Basic Skills, and School to Work Transition Skills)	Grading Period			
		1	2	3	4

Grading Period

School or Work Site	Competencies	1	2	3	4

Grading Period One: Comments

Signatures:

Student Date Employer Date

Instructor Date

Grading Period Two: Comments

Signatures:

Student Date Employer Date

Instructor Date

Grading Period Three: Comments

Signatures:

Student Date Employer Date

Instructor Date

Grading Period Four: Comments

Signatures:

Student Date Employer Date

Instructor Date

Appendix A-3

SAMPLE

School Year _____

COOPERATIVE EDUCATION
TRAINING PLAN STUDENT INPUT

Name of Trainee ____

Occupational Area Now Working ________________________________

Occupational Goal ______________________________________

Training Station _______________________________________

Training Sponsor _______________________________________

List the duties and responsibilities of your job experience.

Example: Counter/Dry Cleaner

1. Receive customer laundry at counter.
2. Write each ticket and tag each garment.
3. Bag laundry to be cleaned.
4. Ring up sale and file receipt, etc.

LEARNING EXPERIENCES

List the specific skills that you have developed from working on your present job. Example: Fast Food Counter Crew (Customer Relations, Money Management, Speed in Service); Clerical (Filing, Typing, Light Bookkeeping)

______________________ ______________________

______________________ ______________________

______________________ ______________________

Identify specific job skills that you want to learn or develop during this school year.

______________________ ______________________

______________________ ______________________

______________________ ______________________

SAMPLE

APPENDIX A-4

PERSONAL RATING CHART FOR COOPERATIVE PART-TIME STUDENT TRAINEES

Student's Name ______________________ Date ________ Grade Period ________ Semester ________

Training Station ______________________ Student-trainee's Sponsor ______________________

In rating this student, please check [ ] the column that is the most applicable after each trait listed.

TRAITS

COOPERATION

	High Degree	Medium Degree	Low Degree
Shows sincerity and interest	☐	☐	☐
Observes rules	☐	☐	☐
Cooperates naturally and willingly	☐	☐	☐
Works harmoniously with employer or supervisor	☐	☐	☐
Works harmoniously with other employees	☐	☐	☐

DEPENDABILITY

	High Degree	Medium Degree	Low Degree
Sticks to the job through difficulties	☐	☐	☐
Assumes responsibility	☐	☐	☐
Gets to work on time	☐	☐	☐
Returns from lunch or relief on time	☐	☐	☐
Does a dependable job though supervisor not at hand	☐	☐	☐

MANNERS AND APPEARANCE

	High Degree	Medium Degree	Low Degree
Wears clean, neat clothes	☐	☐	☐
Wears appropriate clothes for job	☐	☐	☐
Shows courtesy to customers	☐	☐	☐
Shows consideration for other employees	☐	☐	☐
Speaks in a refined voice	☐	☐	☐
Maintains poise	☐	☐	☐

QUALITY OF WORK

	High Degree	Medium Degree	Low Degree
Shows skill and accuracy	☐	☐	☐

ATTITUDES

	High Degree	Medium Degree	Low Degree
Indicates enthusiasm for work	☐	☐	☐
Asks for constructive criticism and help	☐	☐	☐
Welcomes suggestions wholeheartedly	☐	☐	☐
Feels that it is important to do a job well	☐	☐	☐
Shows loyalty to firm	☐	☐	☐
Maintains cheerful disposition	☐	☐	☐

INDUSTRY AND INITIATIVE

	High Degree	Medium Degree	Low Degree
Takes pride in completing job	☐	☐	☐
Works continuously	☐	☐	☐

Remarks: ____

____

____

____

____
Signature

Appendix B-1

SAMPLE

COOPERATIVE EDUCATION
COORDINATOR'S MONTHLY ACTIVITY REPORT

Coordinator ______________ Program ________________ Month ________ Year ___

To be turned in no later than the 10th of the month to:

Vocational Director, Principal, and Department Chairman

- Activity	Time (Hrs.)
Conferences with students concerning occupational objectives, job experiences, personal problems, etc. (Guidance)	________
Referrals of students to resource persons (community, employers, counselors, other resource persons)	________
Communication with employers (phone contacts)	________
Maintenance of student records (Training plans, training agreements, and wage reports)	________
Visitations to training stations (signing documents, PR, performance evaluations)	________
Procurement of materials for related classroom instruction	________
Related instruction, individualizing, relevancy curriculum development)	________
Public relations (on or off campus) to school, employers, community	________
Parent visits or telephone communications	________
Coordination of involved groups (parents, employers, students, administration, faculty, etc.)	________
Recruitment and selection of students (on campus)	________
Related field trips (VSO or class sponsored)	________
Student placement (on or off campus) - setting up interviews, contacting students, follow-up	________
__________ Advisory committee work (meetings, goal settings, etc.)	________
__________ VSO responsibilities - on or off campus	________
__________ Other activities - please list	________
COMMENTS OF MONTHLY ACTIVITIES:	TOTAL HRS

__________ ORIGINAL COPY TO VOCATIONAL DIRECTOR:
COPIES TO PRINCIPAL, DEPT. CHR., COORDINATOR.

SAMPLE

COOPERATIVE EDUCATION

COORDINATOR'S LOG OF CONTACTS

Teacher: Time Periods:

Date	Business	Person Contacted	Topic	Outcome

SAMPLE

COOPERATIVE EDUCATION

STUDENT WAGE AND HOUR REPORT

(THIS FORM MUST BE SUBMITTED TO YOUR TEACHER-COORDINATOR ON MONDAY OF EACH WEEK.)

STUDENT ____

PLACE OF EMPLOYMENT _________________________________

NAME OF SUPERVISOR __________________________________

DATE		TIME	NO. OF HOURS
	MONDAY		
	TUESDAY		
	WEDNESDAY		
	THURSDAY		
	FRIDAY		
	SATURDAY		
	SUNDAY		

TOTAL NO. OF HOURS WORKED ________

HOURLY RATE ______

TASKS PERFORMED: ____________________________________

____

____

____

NEW TASKS, PROCEDURES OR SKILLS LEARNED: _______________

____

____

____

____

SAMPLE

COOPERATIVE EDUCATION

WORK REPORT SAMPLE QUESTIONS

What new jobs did you learn this week?

What phases of your work did you enjoy the most this week?

What helpful instructions did you receive that enabled you to do better on the job? (from supervisors, fellow employees, customers, etc.)

What job activity did you have this week in which you feel you could do better the next time it becomes your responsibility?

What remarks were made to you this week that caused you to feel that you were performing acceptably on the job?

Cite some interesting incident that happened in your place of business during the week. (This does not have to involve you.)

Do you have any information pertinent to your place of employment, or your job, that may be of importance to your coordinator at this time?

What classroom instruction or activity this past week was the most helpful, meaningful, or interesting?

What difficulty occurred, or what mistake did you make on the job? What did you do to correct it?

Explain a human relations problem someone was having at work. Recommend a solution.

What skill could you use help in to perform your job better?

Describe the personality traits of your favorite co-worker or supervisor at work.

COOPERATIVE EDUCATION
STUDENT WEEKLY PROGRESS REPORT

Name ______________________________ Week of _______________ to _______________

Number of days worked this week: ____________

Total hours worked this week: ____________

What new jobs did you learn this week: ____

____

____

What phases of your work did you enjoy the most this ______________________________

____

____

What helpful instructions did you receive that enabled you to do better on the job (from supervisors, fellow employees, customers, etc.): ______________________________________

____

____

What job activity did you have this week in which you feel you could do better the next time it becomes your responsibility: ____

____

____

What remarks were made to you this week that caused you to feel that you were performing acceptably on the job: ____

____

____

Cite some interesting incident that happened in your place of business during the week (this does not have to involve you): ____

____

____

____

What classroom instruction or activity this past week was the most helpful, meaningful, or interesting: ____

____

____

____

SAMPLE

COOPERATIVE EDUCATION COORDINATOR'S STUDENT ROSTER*

____
(Program)

____________________ (Coordinator)

____________________ (Date)

____________________ (School)

Name of Student	Training Station and Position	Student's Career Objective	Training Agreement on file	Training Plan on file	Employer Evaluation on file or in process	No. of training station visits to date

---

* May be used also to compare student's job with student's career interest.

SAMPLE

COOPERATIVE EDUCATION
SURVEY OF STUDENT NEEDS

Name ______________________________ Phone No. ________________

Address ______________________________ Birth Date ________________

______________________________ Grade Level ________________
(City, State) (Zip Code)

Home Room Teacher ______________________ Home Room No. ____________

Counselor ______________________________ Date: ________________

	Yes	No
1. Do you need information about training and education for specific jobs?		
2. Do you need information about the duties people perform on different jobs?		
3. Do you need information about how to find a job?		
4. Do you need training in how to get and keep a job?		
5. Do you need a job during your senior year?		
6. Do you need a job after graduation?		
7. Do you need a job to continue your education?		

8. What jobs are you interested in having at this time? ______________________
____

9. What jobs are you interested in having during your lifetime? ______________________
____

10. What jobs and duties have you had already? ______________________

11. What job skills do you have now? ______________________

12. What occupation do your parents or guardian work in? ______________________

continued -

13. Would you be interested in enrolling in a class during your senior year, offering credit, in which you attend classes in the morning and receive on-the-job instruction with compensation in cooperation with local businesses?

Yes _____ No _____

When Leaving School I Plan To:

Attend College Yes _____ No _____

Tentative Major ______________________________

Seek Employment Yes _____ No _____

Occupational Field ____________________________

SAMPLE

COOPERATIVE EDUCATION

SURVEY OF EMPLOYER NEEDS

WORK SITE TRAINING SURVEY

Business Name:______________________ Contact Person:________________________

Address:___________________________ Type of Business:______________________

Phone Number:______________________

1. Do you have a continuing need for new employees?

   a. yes b. no

2. If yes to above, does this need seem to fall into one or several particular job descriptions?

   a. yes b. no

   If yes, please list those job descriptions that present you with hiring needs.

3. Do you provide training to new employees?

   a. yes b. no

   If yes to above, please describe type of training and length of training sessions.

4. Is there one or more job positions at your business that requires an upgrading of entry-level skills?

   a. yes b. no

   If yes, please list those skills that need to be upgraded.

5. How do you provide training for employees to move into higher than entry-level position, or to upgrade skills?

6. Are you willing to hire a student who will receive related training at school?

   a. yes b. no

   If yes, please list or enclose job descriptions for which you are willing to hire a student, and the numbers of students you can hire for each position.

Job Description	Number of Part-Time Positions

7. If yes to hiring a student, describe the kinds of training you would like the school to provide to support this employee in a job at your facility. Example: Orientation checklists, basic skill development, etc.

8. What type of employee training can you provide to the student?

Job Title	Training Available

9. Is there any technical skill training that you can provide in your facility?

Equipment Name	Technical Skill Developed

10. Would you be willing to serve on our advisory committee?

   Yes___ No___

Thank you for participating in our survey!

SAMPLE

COOPERATIVE EDUCATION CONTACT RECORD OF POTENTIAL TRAINING STATION SITE ASSESSMENT

Contact Date(s):____________________

Business Name:____________________ Contact Person/Title:____________________

Business Address:____________________ Phone Number:____________________

Potential Job Title(s)____

Prerequisite (Skills/Competencies needed to enter this job)

Competencies to be Learned at Work Site
(review validated competencies here and prioritize with employer)

Related Competencies to be Learned at School
(include Basic Skills and Employability Skills here)

Learning Resources Available through Employer

Suggested School Resources
(can include dictionary of terms, manuals, etc.)

Job Constraint: Transportation ____________ Dress Requirements ____________

Hour and Days ____________ Other ____________

Are there any apparent safety violations? _______

If yes, explain

Miscellaneous Comments:

Record of Student Placement:

SAMPLE

APPLICATION FOR COOPERATIVE EDUCATION

PERSONAL DATA

Name________________________________ Birth Date_______________ Age_______

Address______________________________ Telephone____________________________

Social Security No.____________________ Height______ Weight_____ Grade _____

Single____ Married____ No. of Dependents____

General Health________________________ Physical Limitations___________________

Interests____

Activities: Athletics____

School____

Church____

Community____

How many times were you absent last year?___________________ Tardy?____________

Have you ever been arrested for other than a minor traffic violation? Yes______ No_____

Please explain____

Father's Name and Address____

Mother's Name and Address____

Father's Occupation________________________ Mother's Occupation________________

With whom do you live?_____________________ Relationship_____________________

In case of accident, notify______________________________ Phone_________________

Doctor____ Phone_________________

CAREER INTEREST

Would you prefer to work with (check one) People______ Data_______ Things______

What is your current career interest?_______________________________________

For which companies in this area would you like to work?______________________

____

What do you plan to do after graduation?___________________________________

What would you like to be doing five years from now?_________________________

What are the reasons you would like to participate in the Cooperative Education Program?

____

____

Present Class Schedule____

____

Name of School Counselor____

APPLICATION FOR COOPERATIVE EDUCATION

WORK EXPERIENCE

Name and Address of Employer	Duties	Dates

List three persons that would recommend you for this program.

Name and Title	Mailing Address

What kind of transportation do you have?______________________________

I have prepared this application accurately and completely. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work.

____

Signature of Student

Appendix K

SAMPLE

Cooperative Education

STUDENT INTERVIEW

1. Name ____________________
2. Age _______ Sex _______ Year in school ____________________
3. What would you like to do after graduation? ____________________
____
4. What kind of training are you seeking? ____________________
5. Have you discussed this with your parents? ____ ____________________
6. Have you discussed this program with your counselor? ____________________
7. Where did you hear about this program? ____________________
8. Have you had any work experience? _________ If yes, doing what? ____________________
____
9. What did you like about this work experience? ____________________
10. What did you dislike about this work experience? ____________________
11. How much did you earn per hour? ____________________
12. What is your approximate grade point average? ____________________
13. Do you have any physical weakness or handicap? ____________________
14. Which subjects do you like best? ____________________
Least? ____________________
15. Are you active in any school clubs? __________ If yes, list them. ____________________
____
16. Are you planning to participate in any school activities like band, sports, drama, or debate?
____
17. Will this interfere with your training hours? ____________________
18. What is your discipline record? ____________________
19. How many days of school have you missed this year? ____________________
20. There are certain expenses involved. Are you willing to fulfill your financial obligations?
____
21. Why do you feel you should be in a Cooperative Education Program? ____________________
____
____

Recommendations of teacher-coordinator ____________________
____
____
____
____

SAMPLE BROCH .d INFORMATION

WHO TO SEE . . .

FIRST, SEE YOUR COUNSELOR OR PRINCIPAL,

If your school does not have a Cooperative Education Program, ask them to contact:

State Supervisor
Cooperative Education
Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007
542-5422

if it does, then see:

WHAT GRADS SAY . . .

"You get to experience the job and make sure that it is really what you want to do the rest of your life."

"I think the program is great, and it gives a disadvantaged person a chance to make something of herself so she doesn't have to depend on welfare supporting her and her family forever."

"Being able to work full time and still go to school helped me most."

"I liked being able to get training in my field of interest in high school."

"They found me a job and I enjoy being in the program. I think that having a teacher going out and trying to find you a job is a good deal."

JUNIORS . . .

Have You

Looked Into

COOPERATIVE
EDUCATION
OPPORTUNITIES?

SAMPLE BROCHURE INFORMATION

CAREER

OPPORTUNITIES

in

AGRICULTURE

BUSINESS & OFFICE

HEALTH

HOME ECONOMICS

MARKETING

TRADES, INDUSTRY & TECHNICAL

A *REAL OPPORTUNITY* TO BE
A PART OF *REALISTIC EDUCATION*
WHILE STILL IN SCHOOL . . .

your school offers:

☐ ACE – Agriculture Cooperative Education
☐ COE – Cooperative Office Education
☐ DCE – Diversified Cooperative Education
☐ HERO – Home Economics Related Occupations
☐ HOE – Health Occupations Education
☐ ICE – Industrial Cooperative Educ.
☐ ME – Marketing Education

WHERE DO YOU FIT IN????

ddd961

EMPLOYMENT OPPORTUNITIES

IN THE

WORLD OF WORK

Have you ever wondered about a skill, job, position, unemployment, benefits, and picking the career that's just right for you?

Your Junior year may be the best time to consider what's next.

Of course, you may already know.

Cooperative Education Programs are the Real Thing

- **You receive both classroom study and on-the-job training.**
- **You attend classes part of the day and are employed the other part of the day.**
- **Your class and job are coordinated to give you the most for your investment of time and effort.**
- **You receive pay for time spent on the job.**

***Most importantly*, you determine if your career choice is right for you.**

Then, of course, you will have gained the advantage of *experience* when you enter the competitive job market. You will have acquired a skill that can be a real assist if you're working your way or on your own.

COMMON QUESTIONS

School Credit?

Yes! 1 credit for the classwork and 1 or 2 credits for the on-the-job training. The on-the-job training is considered to be experience.

Classwork?

You study topics common to all occupations; i.e., getting, keeping advancing on the job; decision making; human relations; communications; etc.

In addition, you will have the chance to independently use some class time to study topics specifically related to your job and/or your ultimate career goal.

What Job?

Your training station (job) depends on several things, such as: (1) Will the job contribute to your career interest? (2) Will the teacher-coordinator be successful in recruiting a training station to fit your needs?

How Much Pay?

You will be paid at the same rate as any new employee in that type of business.

How Much Work?

You must average working at least 15 hours per week. You will probably work during the afternoon/evening hours and/or weekends.

SAMPLE

COOPERATIVE EDUCATION

STUDENT ORIENTATION

Listed below are some important suggestions and policies of the Cooperative Program here at ______________________________ High School. Please keep this list handy and refer to the policies often. Your successful completion of the Program can prove to be a very valuable reference in years to come. Following these suggestions faithfully will do much to help you complete this program successfully.

1. Your immediate supervisor is the person who is responsible for your on-the-job training and evaluation. Supervisors will appreciate certain courtesies. Treat your supervisor with respect. Respect his or her authority. Understand the role and position of a manager. Welcome your supervisor's help, and value any criticism. Your supervisor is helping the business when helping you and he or she will help you if you take your problems to him or her.

2. Your pay and certain other items connected with your training station are considered confidential. Your employer, you, and I may discuss these things freely, but they should not be discussed with others. You may receive more pay or less than another trainee. This will amount to very little during the year. Remember!!! This is a training program and that value lies not so much in pay as in the training received.

3. You should welcome criticism. Constructive criticism by an employer is an indication that she or he thinks you can improve. If she or he becomes certain that you can't improve, he or she is not likely to consider you for promotion.

4. Be industrious. Don't be satisfied with doing only those things that you are required to do. A statement that is heard most often from dissatisfied employers is, "I have to tell him or her what to do all the time! She or he has no initiative."

5. Any problems that you encounter on the job that you would like some advice about should be brought to the attention of your Teacher/Coordinator. Under no circumstances should a parent or friend intercede. My job is that of coordinating between work and the school, therefore, all problems should be brought to my attention.

Note to teacher-coordinator: There should also be added, statements concerning events which may cause terminations from the program.

SAMPLE

COOPERATIVE EDUCATION

LETTER TO PARENTS

School Letterhead

Date

Dear Mr. and Mrs. ____________________:

You and _____________ are invited and urged to attend a brief but very important student and parent meeting concerning Cooperative Education that ______________ has enrolled in for the 199__ - 199__ school year.

This meeting will be held __________(day and date)___________, at _____(time)_____ in the

__________(where)__________ and should only require about one hour.

The agenda for this meeting will be:

1. an explanation of the Program as to school schedule, release time, credits involved, and the objectives of the program;
2. an explanation of rules in regard to school and job attendance and other responsibilities;
3. a review of the parental consent form;
4. discussion of insurance coverage;
5. an opportunity to ask questions; and
6. completion of parental agreement and/or training agreement.

Please come. The success of your son or daughter's experience in this program depends upon communication and understanding between you, the students, the employers, and the school.

Sincerely,

____
Name of Teacher-Coordinator
Title

Note: A follow-up letter identifying an alternate meeting date and time for those unable to attend should be sent after the first parent meeting.

SAMPLE
COOPERATIVE EDUCATION
STUDENT AGREEMENT

The Cooperative Education Program has been explained to me by my teacher-coordinator and I understand that through enrolling in this program:

1. I am not guaranteed a job and neither am I assigned to a job. My coordinator may suggest a job which seems suitable and then it is up to the employer and to me to discuss the requirements and the other responsibilities of the job. If I am hired, I am in the Cooperative Education Program for the YEAR (two semesters). If I do not qualify, or am unable to get hired on a job, I shall return to the regular school program.

2. I am to receive training on a job in the area of my expressed career interest.

3. I am to be paid a beginning wage for my work in accordance with State and Federal law.

4. I am to have a combined school/work week which will not exceed the number of hours which are standard for the work week in industry where I am employed. I must average a minimum of 15 hours on the job per week.

5. I will discuss my future plans with my coordinator and the high school counselor.

6. Upon the successful completion of this program, I will earn 3 credits—1 credit for the related class and 2 for the on-the-job training and student organization.

*7. I WILL BE ON TIME AND REGULAR IN ATTENDANCE at school and on the job. After four days absent (no unexcused) during any semester I will be on probation and after six days I will be subject to expulsion from the program. My first responsibility is to the school. On any day I am absent from school I will personally call my coordinator and will not go to work without specific permission from my coordinator.

8. I will be prompt and accurate in completing all required reports for the school and for my employer.

9. I will at all times keep my coordinator informed of any problems which may confront me in school or on the job.

10. Under no circumstances am I to terminate my employment without the consent of my coordinator.

11. If I am removed from the program due to failure, either in class instruction or work experience, I will receive a failing grade for the program and subject myself to loss of all credits.

*Check Local School Policy

12. If I am not immediately placed, or lose my job for causes beyond my control, I may retain my semester credits for graduation by doing extensive outside class work or student assisting.

13. I must remain employed until the date of graduation.

14. I shall at all times perform my duties in school and on the job to the best of my ability while conforming to school and business rules and regulations.

15. I will be loyal to my employer and to the Cooperative Education Program and will strive to work as a member of this team.

16. I will participate fully in the activities of the Vocational Student Organizations (VSO) as I recognize the role it plays in teaching me managerial and organizational skills.

17. I will attend any function the Cooperative Vocational Education Program wishes to sponsor, unless I have been personally excused by my coordinator.

18. I will pay normal fees and charges necessary for the class activities, i.e., banquet, books, conferences, field trips, and VSO.

______________________	______________________
Student Signature	Date

I have read the Student Agreement form for enrollment in the Cooperative Education Program.

I hereby give my consent and approval for ______________________ to be assigned to a supervised job as a part of this program. I have received a copy of these provisions for future reference.

Parent Signature	Date	Employer	Date
Teacher-Coordinator	Date	Principal	Date

SAMPLE

COOPERATIVE EDUCATION PARENTS AGREEMENT

Student Name ______________________________ Number ______________________

Class ______________________________ Date ______________________

Instructor ______________________________

PARENTS AGREEMENT

1. ACTIVITIES (class). I give my approval to my son/daughter to participate in activities connected with the Cooperative Education class, at ______________________________ High School, when it occurs on campus or off campus (to include riding in an instructor's car as means of transportation for class or work experience)

SIGNED:______________________________
(parent or legal guardian) (Date)

2. INSURANCE

A. School insurance:

______________________________ is covered by school insurance through
(student)

______________________________ Policy Number ______________________
(name of school)

SIGNED: ______________________________
(parent or legal guardian) (Date)

B. Family Coverage

______________________________ is not covered by school insurance,
(student)

however, is covered by a family policy.

Name of Company ______________________________ Policy Number ______________

3. EMERGENCY:

In case of accident or other emergency when parent cannot be reached, please contact

______________________________ Phone: ______________ ____
(Doctor or Hospital)

SAMPLE

COOPERATION EDUCATION
ABSENTEEISM AGREEMENT

One of the special features of Cooperative Education is that it utilizes the business community as a training laboratory. This arrangement requires the best of relations between the businesses, the school, and the students. Therefore, it is of utmost importance that students enrolled in Cooperative Education programs be adult and mature in their work relations with their employers.

One special trait important to school and business, alike, is dependability. To be a dependable worker and student, you must be present on the job and in school. The on-the-job part of the Cooperative Program is a means of education. It is important that the student be responsible in fulfilling the requirements on the job and in school to meet the educational goals of the program. It is with this philosophy that the following policy is written.

Please sign the following contract to indicate your understanding of the policy and your agreement to comply:

> I, ________________________________, recognize that the school and the job are both important and require regular attendance. If I am absent from school in the morning, I will be expected to be absent from work also. Conversely, if I attend school, I shall be expected to be on the job, if I am on the schedule to work. Exceptions to this policy are possible, but may be made only by my Teacher-Coordinator. If I must be absent, I will notify my coordinator by 8 a.m. If I am scheduled to work on that day, I will notify my employer as early as possible. Upon my first violation, I will be interviewed by the teacher. The second violation will cause a hearing with the dean, the coordinator, my parents, and myself. At this point, the disciplinary action and conditions for my remaining in the program will be determined. Any future violations will result in my being dropped from the Cooperative Education Program.

______________________		______________________	
Student Signature	Date	Parent	Date
______________________		______________________	
Employer Signature	Date	School Administrator	Date
______________________			
Teacher-Coordinator	Date		

SAMPLE

COOPERATIVE EDUCATION

STUDENT INTRODUCTION SHEET

____

(School) (Date)

____

(Company) (Address)

Dear ________________________:
(Interviewer's name)

This will introduce ________________________, a Cooperative Education Student,

who wishes to apply for a part-time position as ________________________.
(Position/Department)

If I can provide any additional information about this student, please feel free to call me at

________________________.
(Phone Number)

Thank you for your support!

________________________ _________________________________

Date (Signature)

Teacher-Coordinator

________________________ High School

SAMPLE

COOPERATIVE EDUCATION
EVALUATION FORM FOR STUDENT INPUT

Instructions: Do not put your name on this paper. Just answer the questions honestly as they may apply to you.

1. What might be called your biggest problem at work? ______________________

____

____

2. What is the greatest benefit to you from your part-time job? ______________________

____

____

3. What activity in the related class do you feel is the least beneficial to you on the job? ____

____

____

4. What activity in the related class do you feel is the most beneficial to you on the job? ____

____

____

5. What might you suggest as an improvement for future related classes? ______________

____

____

____

6. Would you take the class again? ______

If no, please indicate a reason why not: ______________________

____

COOPERATIVE EDUCATION

Putting America's Future to Work

SCOTTSDALE COMMUNITY COLLEGE
9000 East Chaparral Road
Scottsdale, Arizona 85250

(STUDENT INFORMATION PACKET)

COOPERATIVE EDUCATION CALENDAR
Student Responsibilities
Summer, 1996
(Evening Session)

June 3	Semester begins. After completing registration for Cooperative Education, student is to schedule meeting with Faculty-Coordinator to discuss job and learning objectives.
June 20	First on-site visit involving student, Faculty-Coordinator, and Job Supervisor should be completed.
June 27	**Employer Evaluation of Student Performance** forms sent to employers by Co-op Office.
July 18	Final on-site meeting involving student, supervisor, and Faculty-Coordinator must be **completed** by this date Student must submit **Final Report** and **Student Evaluation of Cooperative Education Experience** form at this meeting. Evaluation of student's performance will be discussed.

Calendar/Student doc

SCOTTSDALE COMMUNITY COLLEGE
9000 EAST CHAPARRAL ROAD
SCOTTSDALE, AZ 85250

COPY

Cooperative Education....
Putting America's Future to Work

LEARNING OBJECTIVES

STUDENT NAME________________________________SEMESTER________YEAR_______
SOCIAL SECURITY NUMBER________________________COURSE________SECTION______
EMPLOYING FIRM'S NAME____

DIRECTIONS: New learning objectives are to be identified each semester that a student is enrolled in the Cooperative Education Program. These statements must be specific, measurable, and related to the student's major course of study. They should be formulated by the student in consultation with the job supervisor and faculty-coordinator. The student will be evaluated on the completion of each objective.

Part 1 State the **Task** to be accomplished.
Part 2 Describe the **Learning Activities** which will be used to accomplish the new task.
Part 3 Describe how the **Achievement of the Task** will be determined.

Refer to "Learning Objectives . . . An Explanation" (found in the Student Handbook) when writing these statements.

LEARNING OBJECTIVE ONE:
Part 1____
____
Part 2____
____
Part 3____
____

LEARNING OBJECTIVE TWO:
Part 1____
____
Part 2____
____
Part 3____
____

LEARNING OBJECTIVE THREE:
Part 1____
____
Part 2____
____
Part 3____
____

We agree to the above objectives. The student/employee agrees to work a minimum of 80 clock hours per credit.

Date of 1st Visitation	Student/Employee	Employer/Supervisor	Faculty Coordinator

Distribution: White-Co-op Office Yellow-Faculty-Coordinator Pink-Student Goldenrod-Employer

learnobj

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****COPY****

Scottsdale Community College

9000 E. Chaparral Rd.
Scottsdale, AZ 85250
Phone: 423-6258
Fax: 423-6281

COOPERATIVE EDUCATION EMPLOYER EVALUATION

TERM: ☐ Fall ☐ Spring ☐ Summer YEAR: ______

RETURN BY:

RETURN TO:
Marilyn Zarzecki
Coordinator
Cooperative Education

Last ______ **First** ______ **Major** ______ 296 W______ **Section #**

Name of Company or Agency ______ **Supervisor at Work Site** ______ **Supervisor's Phone #** ______

Employer Evaluation

Please complete and return before the date above. Your evaluation will help determine the grade the student receives for this experience.

PUNCTUALITY...

Always	Almost Always	Usually	Seldom	Never	
☐	☐	☐	☐	☐	Arrives at work on time.
☐	☐	☐	☐	☐	Completes work by deadlines.
☐	☐	☐	☐	☐	Arranges lateness and time off in advance.
☐	☐	☐	☐	☐	Attends regularly.

RELATIONS WITH OTHERS...

Always	Almost Always	Usually	Seldom	Never	
☐	☐	☐	☐	☐	Cooperates with supervisors.
☐	☐	☐	☐	☐	Is friendly and courteous.
☐	☐	☐	☐	☐	Works well with others.
☐	☐	☐	☐	☐	Accepts suggestions.
☐	☐	☐	☐	☐	Appearance appropriate for job.

ATTITUDES TOWARD WORK...

Always	Almost Always	Usually	Seldom	Never	
☐	☐	☐	☐	☐	Looks for ways to improve. Has initiative--is alert to new methods..
☐	☐	☐	☐	☐	Is enthusiastic about work.
☐	☐	☐	☐	☐	Deals with routine tasks efficiently.
☐	☐	☐	☐	☐	Practices business like habits.

QUALITY OF WORK...

Always	Almost Always	Usually	Seldom	Never	
☐	☐	☐	☐	☐	Performs quality-level work.
☐	☐	☐	☐	☐	Budgets time carefully.
☐	☐	☐	☐	☐	Is accurate, thorough, and careful in work.
☐	☐	☐	☐	☐	Completes job.
☐	☐	☐	☐	☐	Performs effectively under pressure.

Overall Performance: ☐ OUTSTANDING ☐ VERY GOOD ☐ AVERAGE ☐ MARGINAL ☐ UNSATISFACTORY

Strengths: ______

Areas for Improvement: ______

Please list specific skills this student has learned in this work site: ______

Would this student be competitive for future employment in a job using these skills in your own or another firm? ☐ Yes ☐ No

Has this report been discussed with the student? ☐ Yes ☐ No

Immediate Supervisor ______ Date ______

An affirmative action/equal opportunity institution.

White—Cooperative Education Office Yellow—Faculty/Coordinator Pink—Student Goldenrod—Employer

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SCOTTSDALE COMMUNITY COLLEGE
9000 EAST CHAPARRAL ROAD
SCOTTSDALE, AZ 85250

Cooperative Education....
Putting America's Future to Work

STUDENT'S FINAL REPORT

Student's Name: ______________________________

Faculty/Coordinator's Name: ______________________________

Employing Firm's Name: ______________________________

Semester: __________ **Year:** __________ **Course:** __________ **Section:** __________

Due Date: ______________ **Date Report Submitted:** ______________

It is the responsibility of the Cooperative Education student to complete this report and submit to the Faculty-Coordinator prior to the agreed upon Due Date. Credit will not be awarded until this report has been accepted by the Faculty-Coordinator.

OBJECTIVE 1

A. What did you accomplish? ______________________________

B. How did you accomplish this objective? ______________________________

C. What did you learn from completing this objective? ______________________________

OBJECTIVE 2

A. What did you accomplish?

B. How did you accomplish this objective?

C. What did you learn from completing this objective?

OBJECTIVE 3

A. What did you accomplish?

B. How did you accomplish this objective?

C. What did you learn from completing this objective?

SUMMARY OF COOPERATIVE EDUCATION EXPERIENCE:

Total hours worked this semester: __________

Total gross wages or other compensation earned this semester: ______________________

RESULT OF JOB: [ ] Job ended [ ] Job offer [ ] Other ______________________________

INSTRUCTIONS: Rate your job experience according to the following criteria by circling the appropriate number.

4 Always 3 Usually 2 Occasionally 1 Seldom

The job provided me with an educationally meaningful experience.	[4]	[3]	[2]	[1]
The job provided me with assignments related to my abilities and skills.	[4]	[3]	[2]	[1]
The job provided me with the opportunity to perform progressively more advanced tasks.	[4]	[3]	[2]	[1]
My fellow employees were friendly and cooperative.	[4]	[3]	[2]	[1]
I received guidance and assistance from personnel in the Cooperative Education office.	[4]	[3]	[2]	[1]
My work supervisor was reasonable and fair.	[4]	[3]	[2]	[1]
My work supervisor periodically discussed my performance with me.	[4]	[3]	[2]	[1]
The co-op experience was worthwhile.	[4]	[3]	[2]	[1]

Remarks or Suggestions: ____

____

____

____

I would recommend the co-op program to other students. Yes [ ] No [ ]

I would recommend this employer to other students. Yes [ ] No [ ]

Signature ______________________________________ **Date** ____________

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SCOTTSDALE COMMUNITY COLLEGE

COOPERATIVE EDUCATION

DETERMINATION OF PASS (P)/NO CREDIT (Z) GRADE

Student Name ________________________________ **Semester** ______ **Year** _______

Faculty-Coordinator ____________________________ **Course** _______ **Section** _____

REQUIREMENTS FOR PASSING (P) GRADE:

Failure to complete any of these items will result in an Incomplete (I) grade. If requirements are not met by a date determined by the Cooperative Education Coordinator, the grade will become a Z (no credit).

1. Completion of all learning objectives (one for each credit)
2. Completion of required hours of work (80 hours for each credit)
3. Attendance at Cooperative Education Professional Development Seminar or submission of answers to questions about videotape of seminar
4. Satisfactory job performance as documented by employer on Employer Evaluation form
5. Completion of Final Report

GRADE AWARDED __________

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SCOTTSDAL OMMUNITY COLLEGE
COOPERATIVE EDUCATION

DETERMINATION OF LETTER GRADE

Student Name ______________________ **Semester** _____ **Year** _________

Faculty-Coordinator ______________________ **Course** _______ **Section** ________

REQUIREMENTS:

Failure to complete any of these items will result in an Incomplete (I) grade.

1. Completion of all learning objectives (one for each credit)
2. Completion of required hours of work (80 hours for each credit)
3. Attendance at Cooperative Education Professional Development Seminar or submission of answers to questions about videotape of seminar.
4. Completion of Final Report

A = 47 - 50
B = 43 - 46
C = 39 - 42
D = 35 - 38
F = 0 - 34

GUIDELINES FOR *LETTER* GRADES. Indicate points awarded.

A. Employer Evaluation

Exceeded expectations of employer	18-20	_____
Met expectations of employer in above-average manner	16-17	_____
Met expectations of employer	14-15	_____
Met few expectations of employer	12-13	_____
Failed to meet expectations of employer	0-11	_____

B. Communication with Faculty-Coordinator	**Yes**	**No**	
Initiated contact with faculty-coordinator at beginning of experience	5	0	_____
Maintained contact with faculty-coordinator throughout experience	5	0	_____
Contacted faculty-coordinator to set up final visit	5	0	_____

C. Final Report and Student Evaluation

Submitted outstanding report by deadline date	14-15	_____
Submitted very good report by deadline date	12-13	_____
Submitted average report by deadline date	10-11	_____
Submitted below average report by deadline date	8- 9	_____
Submitted unacceptable report; did not meet deadline date	0- 7	_____

TOTAL POINTS AWARDED _____
LETTER GRADE _____

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WELCOME TO COOPERATIVE EDUCATION!

Dear Student:

Welcome to the Cooperative Education Program at Scottsdale Community College! This program gives you the opportunity to earn college credit for planned ***growth*** in a job that is related to your career goals. The courses you are taking in your field of study will become more meaningful as you experience their relevancy to your job.

Learning through Cooperative Education is based on a three-way partnership involving ***you***, the ***Faculty-Coordinator***, and your ***Supervisor*** at your place of employment. During this semester your Faculty-Coordinator will work closely with your Supervisor and the Cooperative Education staff to make this a worthwhile, valuable experience for you.

This packet has been designed to provide you with the forms and information which are necessary to complete the program requirements. By using the enclosed Cooperative Education calendar, you will be able to meet all deadlines. Similar packets will be given to your Faculty-Coordinator and to your Supervisor at your place of employment.

The Cooperative Education staff is eager to assist you obtain the maximum benefits from your experience this semester. Please be certain to call us regarding any questions or concerns you have.

Sincerely,

Marilyn B. Zarzecki
Coordinator
Cooperative Education
(602)423-6375

Sylvia L. Hantla
Job Development Specialist
Cooperative Education
(602)423-6417

Welcome

WHAT IS COOPERATIVE EDUCATION?

Cooperative Education is a program which combines classroom theory with supervised work experience. Students have the opportunity to earn college credit for planned *growth* in a job that is related to their career goals. A joint agreement is set up among the employer, the college, and the student to facilitate this process.

At Scottsdale Community College, Cooperative Education is available to students in nearly every discipline. Students must satisfy specific requirements in order to enroll in the program. The Cooperative Education Coordinator meets with students to determine their eligibility. Students are encouraged to also meet with the Job Development Specialist who will help them locate suitable positions which relate to their field of study. Students who are presently have jobs which are relevant to their course work may obtain permission from their employers to have the work experience count for co-op credit.

What are the Benefits to the Student?

1. Gains valuable experience in field of study
2. Learning becomes more relevant; develops additional skills and knowledge
3. Able to work on projects and with equipment not available on campus
4. Improves self-confidence and responsibility
5. Establishes contacts with employers; begins networking for future jobs
6. Has chance to make informed decisions about job compatibility

What are the Benefits to the Employer?

1. Offered a cost-effective screening program for recruiting highly-qualified students
2. Gains motivated, enthusiastic employees whose work is evaluated and translated into college credits
3. Experiences less employee turnover through contact with faculty-coordinator and cooperative education staff
4. Provided with chance to communicate business and industry needs to the college
5. Experiences lower recruiting and training costs with trained co-op students who are able to move into more permanent positions

What are the Benefits to the College?

1. Experiences higher retention rate since students see relevance of education to job requirements
2. Receives current input from business concerning labor market conditions with implications for course content and placement opportunities
3. Relationships with business community are enhanced.
4. Utilizes skill and knowledge of outstanding individuals in business to assist in training of students

Coopexp

STUDENT PROCEDURES

1. **Meet with Cooperative Education Coordinator** who will determine your eligibility for the program. Complete **Student Application.** Obtain signature of Co-op Coordinator. Receive **Student's Packet for Cooperative Education** from Co-op Office.

2. Complete and sign **Training Agreement**. This form will be sent to your employer for signature.

3. **Register** for Cooperative Education. This must be done in person; phone registration is not permitted.

4. **Contact Faculty Coordinator** to arrange meeting to discuss your job and learning objectives. Also discuss plans for first on-site meeting with Faculty Coordinator and Supervisor.

5. **Talk to your Supervisor** to obtain suggestions on appropriate Learning Objectives you might undertake during the semester. It is often good to do this before you initially meet with your Faculty Coordinator. **Draft your learning objectives** on the copy provided in your packet.

6. **Meet with Supervisor and Faculty Coordinator** at job site to agree on objectives. Have the Learning Objective Form completed and signed. You and your supervisor will be given copies of this form.

7. **Collect documentation** as you work on accomplishing your objectives. Consult with Faculty Coordinator, Supervisor, and Cooperative Education Coordinator as needed.

8. **Keep records** of your hours worked and monetary compensation received during the Cooperative Education experience. These totals must be reported on the appropriate form at the end of the semester.

9. **Meet with your supervisor** to discuss the Employer Evaluation of Student Performance. This form is sent to the supervisor by the Co-op office.

10. Complete **Student's Final Report Form/Student Evaluation of Cooperative Education Form**. Give to your Faculty Coordinator at the final on-site visitation.

11. **Attend final on-site meeting** held with Supervisor and Faculty Coordinator. You will discuss the activities in which you took part to accomplish the objectives and what you learned from the experience.

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LEARNING OBJECTIVES . . . An Explanation

Learning Objectives are crucial to the success of the Cooperative Education experience. Each Learning Objective describes a **new task** which the student intends to learn, **not** a task which the student already knows how to do. These statements are developed jointly by the student, the faculty coordinator, and the employer. They clearly identify the work assignments and are used to verify the student's growth process.

Each Learning Objective consists of three parts:

Part 1. Statement of the ***Task*** to be accomplished.
Part 2. Description of the ***Learning Activities*** which will be used to accomplish the **new** task.
Part 3. Description of how the ***Achievement*** of the Task will be determined.

Part 1. Statement of the Task: Each **Task Statement** begins with a verb which describes a specific observable action. **Here are some ideas:**

1. **Analyze** quantitative data, statistical data, or human and social situations.
2. **Appraise** or evaluate programs, services, or performances of individuals.
3. **Arrange** social functions, events, or meetings between people.
4. **Assume** responsibility for varied duties and job functions.
5. **Classify** and sort information into categories.
6. **Compile** statistical data, facts or information.
7. **Complete** training courses, correspondence studies or special projects assigned by supervisor.
8. **Coordinate** events involving groups of people, quantities of information or events in time sequence.
9. **Conduct** special meetings and/or training sessions.
10. **Create** new systems or processes.
11. **Crosstrain** with different co-workers or supervisors.
12. **Demonstrate** the ability to perform certain job functions previously unknown.
13. **Design** new systems, forms, plans, processes and/or methods of operation.
14. **Evaluate** a program to determine success; or judge the performance of an individual.
15. **Examine** by administering written tests.
16. **Find** and research information from various sources or people that can be helpful.
17. **Implement** new plans, procedures or ideas within the business organization.
18. **Improve** skills in keyboarding, word processing, etc.
19. **Initiate** personal contacts or new ideas and ways of doing things.
20. **Interview** to obtain information, or to evaluate applicants.
21. **Learn** the techniques of operating new equipment, new procedures or methods at the job site.
22. **Manage** the work of others or the processing of information.
23. **Organize** by bringing people together for certain tasks, gathering information and arranging it in clear, interpretable form.
24. **Research** by extracting information from libraries, archives, etc.
25. **Renovate** physical facilities to accommodate special needs or custom tailored spatial capabilities within the work site.
26. **Revise** present policies, procedures, or methods of operation.
27. **Schedule** meetings, conferences, etc.
28. **Teach** individuals to perform certain tasks, or tutor individuals in certain subjects.
29. **Train** independently or with others to perform in newly-assigned job responsibilities.
30. **Write** correspondence, reports, memos, programs, sales presentations, promotional brochures, or sales manuals.

MORE→

Part 2. Description of the Learning Activities: The second part of each Learning Objective is a description of the learning activities which the student will use to accomplish the task. Here is an example of a student working as an assistant to a sales manager:

> "Arrange weekly meeting of sales staff *(task)* **by securing room, planning agenda, notifying participants, and preparing pertinent materials** *(activities)*."

Part 3. Achievement of the Task: The third part of each Learning Objective is a statement specifically describing what will be considered acceptable performance in achieving the task. The statement should be written so that it can be clearly understood and measured by the student, the supervisor, and the faculty-coordinator.

> "Arrange weekly meeting of sales staff by securing room, planning agenda, notifying participants, and preparing pertinent materials **as demonstrated by written documents pre-approved by supervisor** *(achievement)*."

EXAMPLES OF LEARNING OBJECTIVES

1. Learn the Word Perfect 5.1 program for the IBM-compatible PC by attending two training classes and receiving a certificate of successful completion.

2. Prepare a vacation policy manual for my employer from information gained from interviews, written documents, and meetings with my supervisor. The policy manual will be adopted by management.

3. Complete applications for new, eligible clients in Spanish using professional techniques as determined by my supervisor. Several correctly completed applications will be presented at the end of the semester.

4. Learn the design process used by interior designers by assisting my supervisor in interior coordination, fabric selection, and installation. These tasks will be evaluated by the completion of a daily log and a final report.

5. Complete Quality Certified Trainer Analysis for room service and banquets as outlined by corporate policy, receiving a certificate of successful completion.

io2

COOPERATIVE EDUCATION

Putting America's Future to Work

SCOTTSDALE COMMUNITY COLLEGE
9000 East Chaparral Road
Scottsdale, Arizona 85250

(EMPLOYER INFORMATION PACKET)

SCOTTSDALE COMMUNITY COLLEGE
9000 EAST CHAPARRAL ROAD
SCOTTSDALE, AZ 85250

COPY

Cooperative Education....
Putting America's Future to Work

LEARNING OBJECTIVES

STUDENT NAME______________________ SEMESTER________ YEAR________
SOCIAL SECURITY NUMBER______________________ COURSE________ SECTION________
EMPLOYING FIRM'S NAME______________________________________

DIRECTIONS: New learning objectives are to be identified each semester that a student is enrolled in the Cooperative Education Program. These statements must be specific, measurable, and related to the student's major course of study. They should be formulated by the student in consultation with the job supervisor and faculty-coordinator. The student will be evaluated on the completion of each objective.

Part 1 State the **Task** to be accomplished.
Part 2 Describe the **Learning Activities** which will be used to accomplish the new task.
Part 3 Describe how the **Achievement of the Task** will be determined.

Refer to "Learning Objectives . . . An Explanation" (found in the Student Handbook) when writing these statements.

LEARNING OBJECTIVE ONE:
Part 1______________________________________
Part 2______________________________________
Part 3______________________________________

LEARNING OBJECTIVE TWO:
Part 1______________________________________
Part 2______________________________________
Part 3______________________________________

LEARNING OBJECTIVE THREE:
Part 1______________________________________
Part 2______________________________________
Part 3______________________________________

We agree to the above objectives. The student/employee agrees to work a minimum of 80 clock hours per credit.

Date of 1st Visitation   Student/Employee   Employer/Supervisor   Faculty Coordinator

Distribution: White-Co-op Office Yellow-Faculty-Coordinator Pink-Student Goldenrod-Employer

learnobj

Scottsdale
Community
College
00 E. Chaparral Rd.
cottsdale, AZ 85250
Phone: 423-6258
Fax: 423-6281

COPY

COOPERATIVE EDUCATION EMPLOYER EVALUATION

RETURN BY:

RETURN TO:
Marilyn Zarzecki
Coordinator
Cooperative Education

TERM: ☐ Fall ☐ Spring ☐ Summer YEAR: _______

Last First ____________________ Major ____________ Section # 296 W________

Name of Company or Agency ____________ Supervisor at Work Site ____________ Supervisor's Phone # ____________

Employer Evaluation

Please complete and return before the date above. Your evaluation will help determine the grade the student receives for this experience.

PUNCTUALITY...

Always	Almost Always	Usually	Seldom	Never	
☐	☐	☐	☐	☐	Arrives at work on time.
☐	☐	☐	☐	☐	Completes work by deadlines.
☐	☐	☐	☐	☐	Arranges lateness and time off in advance.
☐	☐	☐	☐	☐	Attends regularly.

RELATIONS WITH OTHERS...

Always	Almost Always	Usually	Seldom	Never	
☐	☐	☐	☐	☐	Cooperates with supervisors.
☐	☐	☐	☐	☐	Is friendly and courteous.
☐	☐	☐	☐	☐	Works well with others.
☐	☐	☐	☐	☐	Accepts suggestions.
☐	☐	☐	☐	☐	Appearance appropriate for job.

ATTITUDES TOWARD WORK...

Always	Almost Always	Usually	Seldom	Never	
☐	☐	☐	☐	☐	Looks for ways to improve. Has initiative--is alert to new methods..
☐	☐	☐	☐	☐	Is enthusiastic about work.
☐	☐	☐	☐	☐	Deals with routine tasks efficiently.
☐	☐	☐	☐	☐	Practices business like habits.

QUALITY OF WORK...

Always	Almost Always	Usually	Seldom	Never	
☐	☐	☐	☐	☐	Performs quality-level work.
☐	☐	☐	☐	☐	Budgets time carefully.
☐	☐	☐	☐	☐	Is accurate, thorough, and careful in work.
☐	☐	☐	☐	☐	Completes job.
☐	☐	☐	☐	☐	Performs effectively under pressure.

Overall Performance: ☐ OUTSTANDING ☐ VERY GOOD ☐ AVERAGE ☐ MARGINAL ☐ UNSATISFACTORY

Strengths: ____________________

Areas for Improvement: ____________________

Please list specific skills this student has learned in this work site: ____________________

Would this student be competitive for future employment in a job using these skills in your own or another firm? ☐ Yes ☐ No

as this report been discussed with the student? ☐ Yes ☐ No

____________________ Immediate Supervisor

456
Date

An affirmative action/equal opportunity institution.

White—Cooperative Education Office Yellow—Faculty/Coordinator Pink—Student Goldenrod—Employer

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WELCOME TO COOPERATIVE EDUCATION!

Dear Supervisor:

Welcome to the education team for the Cooperative Education Program at Scottsdale Community College! Learning through Cooperative Education is based on a three-way partnership involving ***you--the job supervisor,*** the ***student,*** and an SCC **faculty** member who also teaches regular courses on campus in the student's field of study. (We refer to the faculty person as the "faculty-coordinator".)

Throughout this semester, the faculty-coordinator will work closely with you to promote a team teaching approach to your student-employee's cooperative education experience. As this student's supervisor on the job, you are an equal partner with the faculty-coordinator in directing and promoting the learning experience that will justify the awarding of academic credit to this student at the end of the semester.

This packet has been designed to explain your role as the job supervisor in this important partnership. We asks that you read the materials carefully as you assist your student-employee in fulfilling the requirements established for this program. You will find that the student is required to identify and accomplish short-term learning objectives that will improve his/her value to you as an employee, accomplish productive work for your organization, and enhance his/her total professional education.

Thank you for your willingness to become involved in what we believe is a superior method of education. Please be certain to call us regarding any questions or concerns you may have.

Sincerely,

Marilyn B. Zarzecki	Sylvia L. Hantla
Coordinator	Job Development Specialist
Cooperative Education	Cooperative Education
(602) 423-6375	(602) 423-6417

superwel

WHAT IS COOPERATIVE EDUCATION?

Cooperative Education is a program which combines classroom theory with supervised work experience. Students have the opportunity to earn college credit for planned *growth* in a job that is related to their career goals. A joint agreement is set up among the employer, the college, and the student to facilitate this process.

At Scottsdale Community College, Cooperative Education is available to students in nearly every discipline. Students must satisfy specific requirements in order to enroll in the program. The Cooperative Education Coordinator meets with students to determine their eligibility. Students are encouraged to also meet with the Job Development Specialist who will help them locate suitable positions which relate to their field of study. Students who are presently have jobs which are relevant to their course work may obtain permission from their employers to have the work experience count for co-op credit.

What are the Benefits to the Student?

1. Gains valuable experience in field of study
2. Learning becomes more relevant; develops additional skills and knowledge
3. Able to work on projects and with equipment not available on campus
4. Improves self-confidence and responsibility
5. Establishes contacts with employers; begins networking for future jobs
6. Has chance to make informed decisions about job compatibility

What are the Benefits to the Employer?

1. Offered a cost-effective screening program for recruiting highly-qualified students
2. Gains motivated, enthusiastic employees whose work is evaluated and translated into college credits
3. Experiences less employee turnover through contact with faculty-coordinator and cooperative education staff
4. Provided with chance to communicate business and industry needs to the college
5. Experiences lower recruiting and training costs with trained co-op students who are able to move into more permanent positions

What are the Benefits to the College?

1. Experiences higher retention rate since students see relevance of education to job requirements
2. Receives current input from business concerning labor market conditions with implications for course content and placement opportunities
3. Relationships with business community are enhanced.
4. Utilizes skill and knowledge of outstanding individuals in business to assist in training of students

Coopexp

BEST COPY AVAILABLE

EMPLOYER PROCEDURES

1. Student has been instructed to meet with you to discuss your willingness to be the supervisor for the cooperative education experience.

2. Sign the **Training Agreement** which will be sent to you by the Cooperative Education office. Retain the goldenrod copy for your files. Send back the remaining copies in the envelope provided.

3. Meet with student to discuss possible learning objectives. Discuss plans for first meeting with student and Faculty Coordinator at job site.

4. Meet with student and Faculty-Coordinator at job site to agree on learning objectives and to sign **Learning Objective form.** You will receive a copy of this form.

5. Provide opportunities throughout the semester for the student to complete the learning objectives.

6. Meet with the student periodically to discuss progress toward meeting the learning objectives, job performance, and other concerns.

7. Complete the **Employer Evaluation** form which will be sent to you by the Cooperative Education office. Please discuss your evaluation with the student. Please give the completed form to the Faculty Coordinator at the final on-site meeting.

8. Meet with the student and the Faculty Coordinator a second time, near the end of the semester. This meeting will also be held at the job site. The purpose of this meeting is to discuss the accomplishment of the learning objectives which were determined at the begining of the semester. The Faculty Coordinator will ask you to sign the **Accomplishment of Learning Objectives form** and to add relevant comments.

procsp962

LEARNING OBJECTIVES . . . An Explanation

Learning Objectives are crucial to the success of the Cooperative Education experience. Each Learning Objective describes a **new task** which the student intends to learn, **not** a task which the student already knows how to do. These statements are developed jointly by the student, the faculty coordinator, and the employer. They clearly identify the work assignments and are used to verify the student's growth process.

Each Learning Objective consists of three parts:

Part 1. Statement of the ***Task*** to be accomplished.
Part 2. Description of the ***Learning Activities*** which will be used to accomplish the **new** task.
Part 3. Description of how the ***Achievement*** of the Task will be determined.

Part 1. Statement of the Task: Each **Task Statement** begins with a verb which describes a specific observable action. **Here are some ideas:**

1. **Analyze** quantitative data, statistical data, or human and social situations.
2. **Appraise** or evaluate programs, services, or performances of individuals.
3. **Arrange** social functions, events, or meetings between people.
4. **Assume** responsibility for varied duties and job functions.
5. **Classify** and sort information into categories.
6. **Compile** statistical data, facts or information.
7. **Complete** training courses, correspondence studies or special projects assigned by supervisor.
8. **Coordinate** events involving groups of people, quantities of information or events in time sequence.
9. **Conduct** special meetings and/or training sessions.
10. **Create** new systems or processes.
11. **Crosstrain** with different co-workers or supervisors.
12. **Demonstrate** the ability to perform certain job functions previously unknown.
13. **Design** new systems, forms, plans, processes and/or methods of operation.
14. **Evaluate** a program to determine success; or judge the performance of an individual.
15. **Examine** by administering written tests.
16. **Find** and research information from various sources or people that can be helpful.
17. **Implement** new plans, procedures or ideas within the business organization.
18. **Improve** skills in keyboarding, word processing, etc.
19. **Initiate** personal contacts or new ideas and ways of doing things.
20. **Interview** to obtain information, or to evaluate applicants.
21. **Learn** the techniques of operating new equipment, new procedures or methods at the job site.
22. **Manage** the work of others or the processing of information.
23. **Organize** by bringing people together for certain tasks, gathering information and arranging it in clear, interpretable form.
24. **Research** by extracting information from libraries, archives, etc.
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27. **Schedule** meetings, conferences, etc.
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30. **Write** correspondence, reports, memos, programs, sales presentations, promotional brochures, or sales manuals.

MORE➔

Part 2. Description of the Learning Activities: The second part of each Learning Objective is a description of the learning activities which the student will use to accomplish the task. Here is an example of a student working as an assistant to a sales manager:

> "Arrange weekly meeting of sales staff *(task)* **by securing room, planning agenda, notifying participants, and preparing pertinent materials** *(activities)*."

Part 3. Achievement of the Task: The third part of each Learning Objective is a statement specifically describing what will be considered acceptable performance in achieving the task. The statement should be written so that it can be clearly understood and measured by the student, the supervisor, and the faculty-coordinator.

> "Arrange weekly meeting of sales staff by securing room, planning agenda, notifying participants, and preparing pertinent materials **as demonstrated by written documents pre-approved by supervisor** *(achievement)*."

EXAMPLES OF LEARNING OBJECTIVES

1. Learn the Word Perfect 5.1 program for the IBM-compatible PC by attending two training classes and receiving a certificate of successful completion.

2. Prepare a vacation policy manual for my employer from information gained from interviews, written documents, and meetings with my supervisor. The policy manual will be adopted by management.

3. Complete applications for new, eligible clients in Spanish using professional techniques as determined by my supervisor. Several correctly completed applications will be presented at the end of the semester.

4. Learn the design process used by interior designers by assisting my supervisor in interior coordination, fabric selection, and installation. These tasks will be evaluated by the completion of a daily log and a final report.

5. Complete Quality Certified Trainer Analysis for room service and banquets as outlined by corporate policy, receiving a certificate of successful completion.

COOPERATIVE EDUCATION TRAINING AGREEMENT

Scottsdale Community College ◆ 9000 E. Chaparral Road ◆ Scottsdale, Arizona 85250
Phone: 423-6258 ◆ Fax: 423-6281

1970

UNPAID WORK EXPERIENCE

______/______/______
Today's Date

TERM: ☐ **Fall** ☐ **Spring** ☐ **Summer** **YEAR:** ______

Name________________ **SSN**________________ **Course**________ **Section**________

Street________________ **City**________________ **State**____ **Zip**________ **Phone**________

Job Title ________________ **Hours per Week** ________

Employer ________________ **Supervisor** ________________ **Title** ________________

Street________________ **City**________________ **State**____ **Zip**________ **Phone**________

All parties agree that this work experience meets the following criteria as outlined in the Fair Labor Standards Act:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.
2. The training is for the benefit of the student.
3. The student does not displace a regular employee, but works under the close observation of a regular employee or supervisor.
4. The employer provides the training and derives no immediate advantage from the activities of the student; and,on occasion the operations may actually be impeded by the training.
5. The student is not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the student understand that the student is not entitled to wages for the time spent in training.

PARTICIPANT RESPONSIBILITY

THE STUDENT:
Will adhere to all employer policies, will notify both the employer and the faculty coordinator in the case of extended illness or emergency and will not terminate employment before contacting the faculty coordinator and the Cooperative Education Coordinator. Understands that the transferability of cooperative education credits is determined solely by the institution to which the student is applying. Determination of transfer is made when an evaluation of the student's transcript and supporting documents is conducted by an authorized person of that institution.

THE EMPLOYER:
Will provide varied work experience and adequate supervision based upon the stated learning objectives, will assist the college in evaluating the performance of the student, will provide a safe and healthful working environment and will meet with the student and faculty coordinator in the event termination of employment becomes necessary.

THE COLLEGE:
Will provide the student with instruction in job-related skills prior to placement, will meet with the employer and student to determine the learning objectives, will periodically visit the student and employer on the job and will grant credit for the student's successful cooperative education experience.

We understand and affirm the terms and statements established in this agreement.

Employer ________________________ Student ________________________

Cooperative Education Coordinator ________________________

Maricopa Community Colleges abide by all state and federal nondiscrimination and equal opportunity requirements. All of the information on this form is confidential and in compliance with the Family Rights and Privacy Act of 1974. The Act's provisions are explained in the college catalog.

White—Cooperative Education Office Yellow—Employer Pink—Student

Tragree3PM5 Rev 1/96

COOPERATIVE EDUCATION TRAINING AGREEMENT

Scottsdale Community College ◆ 9000 E. Chaparral Road ◆ Scottsdale, Arizona 85250
Phone: 423-6258 ◆ Fax: 423-6281

TERM: ☐ **Fall** ☐ **Spring** ☐ **Summer** **YEAR:** ______ ____/____/____ **Today's Date**

Name ____________ **SSN** ____________ **Course** ________ **Section** ________

Street ____________ **City** ____________ **State** ____ **Zip** ________ **Phone** ________

Job Title ____________ **Hours per Week** ________ **Rate per Hour** ________

Employer ____________ **Supervisor** ____________ **Title** ________

Street ____________ **City** ____________ **State** ____ **Zip** ________ **Phone** ________

PARTICIPANT RESPONSIBILITY

THE STUDENT:

Will adhere to all employer policies, will notify both the employer and the faculty coordinator in the case of extended illness or emergency and will not terminate employment before contacting the faculty coordinator and the Cooperative Education Coordinator. Understands that the transferability of cooperative education credits is determined solely by the institution to which the student is applying. Determination of transfer is made when an evaluation of the student's transcript and supporting documents is conducted by an authorized person of that institution.

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White—Cooperative Education Office Yellow—Employer Pink—Student

Tragree2 PM5 Rev 1/96

Scottsdale Community College
000 E. Chaparral Rd
cottsdale, AZ 85250
Phone: 423-6258
Fax: 423-6281

COOPERATIVE EDUCATION EMPLOYER EVALUATION

TERM: ☐ Fall ☐ Spring ☐ Summer YEAR: _______

RETURN BY:

RETURN TO:
Marilyn Zarzecki
Coordinator
Cooperative Education

Last **First**	**Major**	**Section #** 296 W	
Name of Company or Agency	**Supervisor at Work Site**	**Supervisor's Phone #**	

Employer Evaluation

Please complete and return before the date above. Your evaluation will help determine the grade the student receives for this experience.

Always	Almost Always	Usually	Seldom	Never	PUNCTUALITY...
☐	☐	☐	☐	☐	Arrives at work on time.
☐	☐	☐	☐	☐	Completes work by deadlines.
☐	☐	☐	☐	☐	Arranges lateness and time off in advance.
☐	☐	☐	☐	☐	Attends regularly.

Always	Almost Always	Usually	Seldom	Never	RELATIONS WITH OTHERS...
☐	☐	☐	☐	☐	Cooperates with supervisors.
☐	☐	☐	☐	☐	Is friendly and courteous.
☐	☐	☐	☐	☐	Works well with others.
☐	☐	☐	☐	☐	Accepts suggestions.
☐	☐	☐	☐	☐	Appearance appropriate for job.

Always	Almost Always	Usually	Seldom	Never	ATTITUDES TOWARD WORK...
☐	☐	☐	☐	☐	Looks for ways to improve. Has initiative--is alert to new methods..
☐	☐	☐	☐	☐	Is enthusiastic about work.
☐	☐	☐	☐	☐	Deals with routine tasks efficiently.
☐	☐	☐	☐	☐	Practices business like habits.

Always	Almost Always	Usually	Seldom	Never	QUALITY OF WORK...
☐	☐	☐	☐	☐	Performs quality-level work.
☐	☐	☐	☐	☐	Budgets time carefully.
☐	☐	☐	☐	☐	Is accurate, thorough, and careful in work.
☐	☐	☐	☐	☐	Completes job.
☐	☐	☐	☐	☐	Performs effectively under pressure.

Overall Performance: ☐ OUTSTANDING ☐ VERY GOOD ☐ AVERAGE ☐ MARGINAL ☐ UNSATISFACTORY

Strengths: ____________________

Areas for Improvement: ____________________

Please list specific skills this student has learned in this work site: ____________________

Would this student be competitive for future employment in a job using these skills in your own or another firm? ☐ Yes ☐ No

as this report been discussed with the student? ☐ Yes ☐ No

Immediate Supervisor ____________________

Date ____________________

An affirmative action/equal opportunity institution.

White—Cooperative Education Office Yellow—Faculty/Coordinator Pink—Student Goldenrod—Employer

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COOPERATIVE EDUCATION

Putting America's Future to Work

SCOTTSDALE COMMUNITY COLLEGE
9000 East Chaparral Road
Scottsdale, Arizona 85250

(FACILITATOR/COORDINATOR INFORMATION PACKET)

COOPERATIVE EDUCATION CALENDAR
Faculty-Coordinator Responsibilities
Spring, 1996

Due Date	Activity	Report Forms Due
Monday **January 22**	Classes begin. Orientation meetings with Co-op students begin on campus. Learning objectives drafted	
Friday **February 16**	**Reimbursement Form** and signed **Learning Objectives Form** due in Co-op Office. Forms must be submitted in order to receive a contract. Reimbursement Form will be sent to Faculty Coordinators on **Friday, February 2**.	1. Reimbursement Form 2. Learning Objectives Form
Friday **May 10**	**Summary Report** of Students (yellow form), **Accomplishment of Learning Objectives Form** and **Student's Final Report** due in the Co-op Office. Summary Report must include total hours, compensation, credit, and grade. (Summary Report and Accomplishment Forms will be sent to Faculty Coordinators on **Friday, April 19**.)	1. Summary Report of Students 2. Accomplishment of Learning Objectives Form 3. Student's Final Report (including Evaluation of Co-op Experience)

REMINDERS: **BE CERTAIN TO HAVE ALL FORMS SIGNED COMPLETELY. PLAN YOUR ON-SITE VISITS SO THAT DEADLINES CAN BE MET. QUESTIONS MAY BE ADDRESSED TO MARILYN ZARZECKI, COOPERATIVE EDUCATION COORDINATOR. 423-6375**

Cal/fac.doc

SCOTTSDALE COMMUNITY COLLEGE
9000 EAST CHAPARRAL ROAD
SCOTTSDALE, AZ 85250

COPY

Cooperative Education....
Putting America's Future to Work

LEARNING OBJECTIVES

STUDENT NAME__________ SEMESTER______ YEAR______
SOCIAL SECURITY NUMBER__________ COURSE______ SECTION______
EMPLOYING FIRM'S NAME__________

DIRECTIONS: New learning objectives are to be identified each semester that a student is enrolled in the Cooperative Education Program. These statements must be specific, measurable, and related to the student's major course of study. They should be formulated by the student in consultation with the job supervisor and faculty-coordinator. The student will be evaluated on the completion of each objective.

Part 1 State the **Task** to be accomplished.
Part 2 Describe the **Learning Activities** which will be used to accomplish the new task.
Part 3 Describe how the **Achievement of the Task** will be determined.

Refer to "Learning Objectives . . . An Explanation" (found in the Student Handbook) when writing these statements.

LEARNING OBJECTIVE ONE:
Part 1__________
Part 2__________
Part 3__________

LEARNING OBJECTIVE TWO:
Part 1__________
Part 2__________
Part 3__________

LEARNING OBJECTIVE THREE:
Part 1__________
Part 2__________
Part 3__________

We agree to the above objectives. The student/employee agrees to work a minimum of 80 clock hours per credit.

Date of 1st Visitation	Student/Employee	Employer/Supervisor	Faculty Coordinator

Distribution: White-Co-op Office Yellow-Faculty-Coordinator Pink-Student Goldenrod-Employer

learnobj

SCOTTSDALE COMMUNITY COLLEGE
9000 EAST CHAPARRAL ROAD
SCOTTSDALE, AZ 85250

Cooperative Education....
Putting America's Future to Work

ACCOMPLISHMENT OF LEARNING OBJECTIVES

Student's Name______________________________ **Semester**____ **Year**_______

Faculty-Coordinator__________________________ **Course**_____ **Section**_____

Employer____

This is to certify that the above student has accomplished the learning objectives for the Cooperative Education experience. Refer to attached Learning Objective form.

Learning Objective 1:	Yes_____	No_____
Learning Objective 2:	Yes_____	No_____
Learning Objective 3:	Yes_____	No_____
Learning Objective 4:	Yes_____	No_____

Comments:____

____

____

____

____

Faculty-Coordinator______________________ Date______________________

Supervisor______________________________ Date______________________

Student________________________________ Date______________________

acclo

WELCOME TO COOPERATIVE EDUCATION!

Dear Faculty-Coordinator:

Thank you for your willingness to participate in the Cooperative Education Program at Scottsdale Community College! This program gives the student(s) who has been assigned to you the opportunity to earn college credit for planned ***growth*** in a job that is related to his/her career goals. The courses the student is taking in the chosen field of study will become more meaningful as their relevancy to the job becomes apparent.

Learning through Cooperative Education is based on a three-way partnership involving ***you,*** the student, and the student's ***supervisor*** at the place of employment. During this semester you and the student will work closely with the Supervisor and the Cooperative Education staff to make this a worthwhile, valuable experience for all who are involved.

This packet has been designed to provide you with the forms and information which are necessary to complete the program requirements. By using the enclosed Cooperative Education calendar, you will be able to meet all deadlines. Similar packets will be given to the student and the supervisor at the student's place of employment.

The Cooperative Education staff is eager to assist you in making this a worthwhile experience for you and your student this semester. Please be certain to call us regarding any questions or concerns you have.

Sincerely,

Marilyn B. Zarzecki	Sylvia L. Hantla
Coordinator	Job Development Specialist
Cooperative Education	Cooperative Education
(602)423-6375	(602)423-6417

Welcome2

WHAT IS COOPERATIVE EDUCATION?

Cooperative Education is a program which combines classroom theory with supervised work experience. Students have the opportunity to earn college credit for planned *growth* in a job that is related to their career goals. A joint agreement is set up among the employer, the college, and the student to facilitate this process.

At Scottsdale Community College, Cooperative Education is available to students in nearly every discipline. Students must satisfy specific requirements in order to enroll in the program. The Cooperative Education Coordinator meets with students to determine their eligibility. Students are encouraged to also meet with the Job Development Specialist who will help them locate suitable positions which relate to their field of study. Students who are presently have jobs which are relevant to their course work may obtain permission from their employers to have the work experience count for co-op credit.

What are the Benefits to the Student?

1. Gains valuable experience in field of study
2. Learning becomes more relevant; develops additional skills and knowledge
3. Able to work on projects and with equipment not available on campus
4. Improves self-confidence and responsibility
5. Establishes contacts with employers; begins networking for future jobs
6. Has chance to make informed decisions about job compatibility

What are the Benefits to the Employer?

1. Offered a cost-effective screening program for recruiting highly-qualified students
2. Gains motivated, enthusiastic employees whose work is evaluated and translated into college credits
3. Experiences less employee turnover through contact with faculty-coordinator and cooperative education staff
4. Provided with chance to communicate business and industry needs to the college
5. Experiences lower recruiting and training costs with trained co-op students who are able to move into more permanent positions

What are the Benefits to the College?

1. Experiences higher retention rate since students see relevance of education to job requirements
2. Receives current input from business concerning labor market conditions with implications for course content and placement opportunities
3. Relationships with business community are enhanced.
4. Utilizes skill and knowledge of outstanding individuals in business to assist in training of students

FACULTY COORDINATOR PROCEDURES

1. Student has been instructed to call you to make an appointment to meet with you near the beginning of the cooperative education experience.

2. Meet with student to discuss job and possible learning objectives. Discuss plans for first meeting at student's place of employment.

3. Meet with student and Supervisor at job site to agree on learning objectives and to sign **Learning Objective** form. Give student and Supervisor copy of form.

4. Complete **Reimbursement form** issued by Cooperative Education office. Attach white copy of **Learning Objective form** for each student and return to Co-op office.

5. Meet with student as needed throughout semester to give assistance on accomplishing learning objectives. Provide counseling on job-related issues.

6. Near the end of the semester you will receive the following forms from the Co-op office:

    a. **Accomplishment of Learning Objectives**
    b. Copy of **Learning Objective** form
    c. **Summary Report**

7. Arrange for final on-site meeting with student and Supervisor. Student will submit **Final Report and Student Evaluation** to you which documents accomplishment of learning objectives. Discuss the activities which took place to accomplish the objectives and what the student learned from this experience.

    Supervisor will give you completed **Employer Evaluation of Student Performance** form which has been sent by Co-op office. The Supervisor will have been asked to discuss the evaluation with the student prior to this meeting.

8. Complete the **Accomplishment of Learning Objectives** form for each student. Ask the student and Supervisor to sign the form.

9. Complete and submit the following forms to the Co-op office.

    a. **Accomplishment of Learning Objectives with Final Report and Student Evaluation** attached.
    b. **Employer Evaluation of Student Performance**
    c. **Summary Report**

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LEARNING OBJECTIVES . . . An Explanation

Learning Objectives are crucial to the success of the Cooperative Education experience. Each Learning Objective describes a **new task** which the student intends to learn, **not** a task which the student already knows how to do. These statements are developed jointly by the student, the faculty coordinator, and the employer. They clearly identify the work assignments and are used to verify the student's growth process.

Each Learning Objective consists of three parts:

Part 1. Statement of the ***Task*** to be accomplished.
Part 2. Description of the ***Learning Activities*** which will be used to accomplish the **new** task.
Part 3. Description of how the ***Achievement*** of the Task will be determined.

Part 1. Statement of the Task: Each **Task Statement** begins with a verb which describes a specific observable action. **Here are some ideas:**

1. **Analyze** quantitative data, statistical data, or human and social situations.
2. **Appraise** or evaluate programs, services, or performances of individuals.
3. **Arrange** social functions, events, or meetings between people.
4. **Assume** responsibility for varied duties and job functions.
5. **Classify** and sort information into categories.
6. **Compile** statistical data, facts or information.
7. **Complete** training courses, correspondence studies or special projects assigned by supervisor.
8. **Coordinate** events involving groups of people, quantities of information or events in time sequence.
9. **Conduct** special meetings and/or training sessions.
10. **Create** new systems or processes.
11. **Crosstrain** with different co-workers or supervisors.
12. **Demonstrate** the ability to perform certain job functions previously unknown.
13. **Design** new systems, forms, plans, processes and/or methods of operation.
14. **Evaluate** a program to determine success; or judge the performance of an individual.
15. **Examine** by administering written tests.
16. **Find** and research information from various sources or people that can be helpful.
17. **Implement** new plans, procedures or ideas within the business organization.
18. **Improve** skills in keyboarding, word processing, etc.
19. **Initiate** personal contacts or new ideas and ways of doing things.
20. **Interview** to obtain information, or to evaluate applicants.
21. **Learn** the techniques of operating new equipment, new procedures or methods at the job site.
22. **Manage** the work of others or the processing of information.
23. **Organize** by bringing people together for certain tasks, gathering information and arranging it in clear, interpretable form.
24. **Research** by extracting information from libraries, archives, etc.
25. **Renovate** physical facilities to accommodate special needs or custom tailored spatial capabilities within the work site.
26. **Revise** present policies, procedures, or methods of operation.
27. **Schedule** meetings, conferences, etc.
28. **Teach** individuals to perform certain tasks, or tutor individuals in certain subjects.
29. **Train** independently or with others to perform in newly-assigned job responsibilities.
30. **Write** correspondence, reports, memos, programs, sales presentations, promotional brochures, or sales manuals.

MORE➔

Part 2. Description of the Learning Activities: The second part of each Learning Objective is a description of the learning activities which the student will use to accomplish the task. Here is an example of a student working as an assistant to a sales manager:

> "Arrange weekly meeting of sales staff *(task)* **by securing room, planning agenda, notifying participants, and preparing pertinent materials** *(activities)*."

Part 3. Achievement of the Task: The third part of each Learning Objective is a statement specifically describing what will be considered acceptable performance in achieving the task. The statement should be written so that it can be clearly understood and measured by the student, the supervisor, and the faculty-coordinator.

> "Arrange weekly meeting of sales staff by securing room, planning agenda, notifying participants, and preparing pertinent materials **as demonstrated by written documents pre-approved by supervisor** *(achievement)*."

EXAMPLES OF LEARNING OBJECTIVES

1. Learn the Word Perfect 5.1 program for the IBM-compatible PC by attending two training classes and receiving a certificate of successful completion.

2. Prepare a vacation policy manual for my employer from information gained from interviews, written documents, and meetings with my supervisor. The policy manual will be adopted by management.

3. Complete applications for new, eligible clients in Spanish using professional techniques as determined by my supervisor. Several correctly completed applications will be presented at the end of the semester.

4. Learn the design process used by interior designers by assisting my supervisor in interior coordination, fabric selection, and installation. These tasks will be evaluated by the completion of a daily log and a final report.

5. Complete Quality Certified Trainer Analysis for room service and banquets as outlined by corporate policy, receiving a certificate of successful completion.

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SCOTTSDALE COMMUNITY COLLEGE
9000 EAST CHAPARRAL ROAD
SCOTTSDALE, AZ 85250

Cooperative Education....
Putting America's Future to Work

ACCOMPLISHMENT OF LEARNING OBJECTIVES

Student's Name_______________________________**Semester**____**Year**_______

Faculty-Coordinator___________________________**Course**_____**Section**_____

Employer____

This is to certify that the above student has accomplished the learning objectives for the Cooperative Education experience. Refer to attached Learning Objective form.

Learning Objective 1: Yes____ No____

Learning Objective 2: Yes____ No____

Learning Objective 3: Yes____ No____

Learning Objective 4: Yes____ No____

Comments:____

Faculty-Coordinator_________________________Date_______________________

Supervisor_______________________________Date_______________________

Student_________________________________Date_______________________

acclo

SCOTTSDALE COMMUNITY COLLEGE
9000 East Chaparral Road
Scottsdale, AZ 85250
Phone: (602) 423-6375
Fax: (602) 423-6281

For Office Use Only

Coordinator: ____________
Phone: ____________
Course: ____________ 296W ____
Section: ________ Credits: ______
Fall: ____ Spring: ____ Summer: ____
Grade: ________ P/Z: ________

Cooperative Education....
Putting America's Future to Work

STUDENT APPLICATION

General Instructions

All parts of the application must be completed according to instructions. Please type or print legibly and return to the Cooperative Education Coordinator.

PART I: APPLICANT

Name ______________________ (Last) ______________________ (First) Date ____________
Address ____________________ City ____________ State ____ Zip ____________
Social Security Number ________________ Home Phone # ________________

**Voluntary Information:* Ethnic background ____________ Birthdate ____________
**Current Enrollment:* College Major ____________ GPA ____________
Related Courses ____________________
Previous Cooperative Education Credits Earned ____________

PART II: EMPLOYER INFORMATION

Complete this portion of the application with information concerning the business at which the Cooperative Education experience will take place.

Firm ____________________________
Address ________________ City ____________ State ____ Zip ____________
Supervisor's Name ________________ Work Phone # ____________
Your Job Title ________________ Hourly Wage ____________
Hours Per Week ____________ Length of Employment in this job ____________
Brief Job Description ____________________________
____
____

PART III: APPROVAL

Student has met qualifications for Cooperative Education.

____________________________ Cooperative Education Coordinator
____________ Date

*Voluntary information used to comply with federal reporting and has no effect on admission to the Cooperative Education program.

Maricopa Community Colleges abide by all state and federal nondiscrimination and equal opportunity requirements. All of the information on this form is confidential and in compliance with the Family Rights and Privacy Act of 1974. The Act's provisions are explained in the college catalog.

White--Cooperative Education Office Yellow--Faculty/Coordinator Pink--Student Goldenrod--Admissions

Rev. 8-95

SCOTTSDALE COMMUNITY COLLEGE
9000 EAST CHAPARRAL ROAD
SCOTTSDALE, AZ 85250

Cooperative Education....
Putting America's Future to Work

FOLLOW-UP SURVEY OF STUDENT PARTICIPANTS

(Optional Information. Please complete if you wish to be entered in the drawing for a dinner for two at a major Scottsdale resort.)

Name (While attending SCC)____

Street__________________________ City__________ State____ Zip______

Phone Number__________________

1. Student Information:

   College Major at SCC____

   When did you participate in Co-op? _____Year __________Semester

   # of Co-op Credits Completed _____

   Age: _____18-21 _____22-30 _____31-40 _____41-50 _____51-60 _____60+

2. What was your primary reason for enrolling in Cooperative Education? (Please check only ONE response).
   _____Career Exploration
   _____Gain experience in field of study
   _____Prepare for immediate entry into particular career
   _____Chance for growth in current job
   _____Begin networking for future job
   _____Other:____

3. Did your cooperative education experience help you achieve this goal?
   _____Yes
   _____No

4. Are you currently working?
   _____Yes: _____Full-time _____Part-time
   _____No

5. Were you offered a job with your co-op employer at the conclusion of your co-op experience?
   _____Yes
   _____No

--OVER--

6. If yes, are you still working for this same employer?
_____Yes
_____No

7. If yes, have you been promoted since you completed your co-op experience?
_____Yes
_____No

8. What is your present job title?____

9. What is your hourly wage?
_____Less than $5.00 _____$5.00-$7.50 _____$7.51-$10.00 _____$10.01-$12.50 _____More than $12.50

10. Is your present job related to your college major?
_____Yes, directly related
_____Yes, somewhat related
_____No

11. Did the experience you gained from your co-op placement help you to qualify for or to retain your present job?
_____Yes
_____No

12. How was your co-op experience helpful to you in choosing, entering, or advancing your career?
_____Very helpful
_____Moderately helpful
_____Not helpful Please explain____

13. Did you change your career goal as a result of your co-op experience?

_____Yes. Please explain____
_____No

14. What is your education status?
_____Currently attending SCC
_____Completed degree or certificate program at SCC
_____Transferred to another college
Which college________________
Were your co-op credits accepted for transfer? _____Yes _____No
_____Not attending college at present
_____Other____

15. Would you recommend cooperative education to another student?
_____Yes
_____No

16. Comments concerning the value of your cooperative education experience. Do we have permission to use these comments in marketing the program to students and/or employers? _____Yes _____No
____

____

____

Guidelines for Implementing a STWOA Cooperative Education State Skill Standards Certificate Program

SKILLS
for the
FUTURE
WISCONSIN

Excerpts reprinted with permission

Wisconsin Department of Industry, Labor and Human Relations
Office for Workforce Excellence

Wisconsin Department of Public Instruction
Office of School to Work

Wisconsin Technical College System

Student Information Card

Name______________________________

Address______________________________

SS Number______________________________

Birth Date______________________________

Parent or legal guardian____________________

Home Phone Number____________________

Car Make/Model____________________

License Number____________________

Required Graduation Credits

English________________
Math________________
Science________________
Health________________
Phys. Ed.________________

Class Schedule

Period	Subject	Room Number	Teacher
1			
2			
3			
4			
5			
6			

Employer __________________________ Phone __________________________

Address __________________________ Sponsor's Name ____________________

Special Instructions:

Work Schedule

Day	Work Hours
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

SAMPLE

*Learning Plan**

Student ______________________ **Employer** ______________________ **Workplace Mentor** ______________________

Job Title ______________________ **Teacher Coordinator** ______________________ **Date** ______________ **Grading Period** ____

Job Description:

Reference Materials:

Skill Certificate Competencies	Related Instruction	Where Observed	Date Observed	Initials	Comments

______________________ Student Signature

______________________ Teacher Coordinator

______________________ Workplace Mentor Signature

______________________ Parent/Guardian

* The above learning plan may be continued on additional pages

The employment of the learner shall conform to all federal, state, and local laws and regulations, including non-discrimination against any applicant or employee because of race, color, sex, national origin, or any background as covered by local legislation. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.

SAMPLE

Student's Work Report

(To Be Filled Out By The Student)

Student Name ______________________________ Report Number __________

Employer's Name ____________________________ Date ________________

Mentor's Name ______________________________

Pay Stub Date ______________________________

Hourly Rate _______________ Gross Pay _______________

Schedule

DAY	WORK HOURS	BREAK TIME	DAILY EARNINGS
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

COMMENTS: Use the back of this page if necessary for all comments.

- What did you learn new on the job this week?
- What safety issues need to be addressed at your workplace?
- Any comments regarding your supervisor or co-workers?
- Activities you enjoyed on your job this week?
- Tasks you did not enjoy on your job this week?
- Tasks that directly related to classroom learning?
- Other comments?

SAMPLE

Job Termination Request

(To Be Filled Out By The Student)

Student Employee Name ______________________ SSN ______________

Program Title ____

Teacher-Coordinator ______________________________________

Employer ____

Mentor's Name ____________________ Phone Number ______________

Date of Request ____________________ Length of Employment ____________

(use the back of this sheet if necessary)

1. Reason for requesting termination of employment:

2. What effort did you make to foster good working relations on the job?

3. List specific instances that made you feel you could no longer work at this workplace:

4. Have you discussed the situation with your teacher coordinator?
   What were the results of this discussion?

5. What steps do you plan to take to become successful at your next workplace?

Termination Request: ________Denied ________Approved

Last day of work with this employer ______________________

Date ______________ Student Signature ______________________

Date ______________ Teacher-Coordinator ______________________

Date ______________ Workplace Mentor ______________________

Date ______________ Parent/Guardian ______________________

If a student employee is terminated from a workplace, the teacher coordinator must be notified immediately and become involved in discussions with the employer, student-employee, parent/guardians, and workplace mentor. The completed termination request becomes part of the student's school record.

SAMPLE

Student's Self Evaluation of Progress

(use additional pages if necessary)

Student: ____________________	Grading Period: ____________________
Teacher Coordinator: ____________________	High School: ____________________
Workplace Mentor: ____________________	Workplace: ____________________

General Evaluation

Assess your progress in the following areas by answering the following questions.

- Workplace Experiences
  Describe your workplace experiences and any methods used to improve your skills.
- Teamwork/Communication With Others
  What type of team experiences have you been involved in? What was your level of participation in the team?
- Responsibility
  Describe you role in ensuring quality in your job tasks.
- Maintaining Schedule/Use of Time
  Describe your work schedule.

Evaluation of Progress

1. What skills do you feel you have you learned through this experience? How?
2. What skills do you feel you have you improved? How?
3. What skills do you feel need to be improved? Why?

Workplace Evaluation

1. How do you rate the quality of instruction and supervision at your workplace?
2. How would you describe your interaction with fellow employees at your workplace? With your mentor?
3. Working conditions at your workplace are...
4. What, if any problems have you encountered at your workplace that you feel need to be addressed?

Parent's Evaluation Of Cooperative Education Program

(use the back of this page if necessary)

Assess the quality of the program by completing the questions listed below:

1. Have you noticed any improvement in the maturity level of your son or daughter as a result of he/she being enrolled in the cooperative education program?
____Yes ____No Comments:

2. Has your son's or daughter's grades shown improvement since enrolling in the program?
____Yes ____No Comments:

3. Has his/her attendance in school improved over previous years?
____Yes ____No Comments:

5. Do you feel that the workplace that your son or daughter was placed in offered adequate preparation to find full-time employment upon graduation.
____Yes ____No Please explain.

6. Have transportation problems occurred? Please explain.

7. What problems, if any, do you feel your son or daughter encountered at work, such as: getting along with fellow employees or supervisors, lack of job skills, lack of a pleasant atmosphere, etc.? Please list problem areas.

8. List any advantages of the cooperative education not indicated above.

9. List any disadvantages or criticisms of the cooperative education.

10. If you had to make the decision again, would you have your son or daughter enroll in the school-supervised work experience program?
____Yes ____No Comments:

SAMPLE

MPS
MESA PUBLIC SCHOOLS

COOPERATIVE EDUCATION — TRAINING AGREEMENT

School ______________________________ Date ____________________

The ______________________________ ____________________
Training Agency Address

will permit ______________________________ ____________________
Student Soc. Sec. No.

To enter their establishment for the purpose of gaining knowledge and experiences as (a) (an)

______________________________ ____________________
Occupation Beginning Wage

The course of training is designed to operate for a 9-month period with a minimum average of fifteen hours per week. The training will be in accordance with the general outline of training below, made and agreed upon by the employer and coordinator.

Training Outline

1. The school will make provision for the student to receive related and technical instruction.
2. The status of the student while in training shall be that of student-learner; however, work standards expected of the student will be the same as those expected of other beginning workers.
3. The student while in training shall progress when appropriate from job to job in order to gain experience in various operations.
4. The schedule of compensation shall be in accordance with existing local standards, labor laws and policies.
5. The coordinator will assist with adjustment of any problems of the student.
6. The coordinator shall have authority to transfer or withdraw the student when he deems such action to be to the best interests of those concerned.
7. The student shall be subject to discharge at any time because of inefficiency or because of conditions within the industry or concern.
8. This agreement may be cancelled at any time provided due notice is given to all parties concerned.
9. Safety instruction where applicable shall be given by the school and correlated by the employer with on-the-job training.
10. The employer is an Equal Opportunity Employer.

______________________________ ____________________
Employer Representative Title

____________________ ____________________ ____________________
Parent or Guardian Address Phone

Emergency Contact Number: ______________________________ ____________________
Name Phone

______________________________ ____________________
Coordinator Student

92-70-02 W

RED MOUNTAIN HIGH SCHOOL COE
EMPLOYER'S STUDENT PROGRESS REPORT
COOPERATIVE OFFICE EDUCATION

Student ______________________ **Work Site** ______________________

Supervisor ______________________ **Telephone** ______________________

RATING CODE: 5= Very Good 4 =Good 3=Average 2=Poor 1=Very Poor

CHARACTERISTICS	1st Quar.	2nd Q.	3rd Q.	4th Q.
QUALITY OF WORK: (Please try to compare with others of equal experience).				
SKILLS: Use of telephone, typing, filing, proofreading, and business machines.				
QUANTITY OF WORK: Good use of time. (Please try to compare amount produced with others of equal experience).				
DEPENDABILITY: Understands and follows directions; follows through on the job; works without direct supervision; perseverance.				
COOPERATION: Adaptability to job; works well with others.				
INITIATIVE: Asks or looks for work. Whenever possible, does things without being told.				
ATTITUDE TOWARDS SUPERVISION: Accepts constructive criticism; tries to improve.				
GENERAL ATTITUDE: Shows proper respect towards job, superiors and others in the office.				
PUNCTUALITY: Student is expected to arrive on time every day.				
ATTENDANCE: Please indicate the number of times the student was absent for this period.				
PERSONAL TRAITS: Speech, manners, tact, patience, personality, maturity and appearance.				

TO SUPERVISOR: The input placed on this progress report will assist the coordinator in helping the student to be a better employee for you. Please make additional comments on the back. This evaluation is part of the student's overall grade for COE. The student will have access to this evaluation.

EVALUATION PERIOD 1 -- DATE____________ SUPERVISOR______________________

EVALUATION PERIOD 2 -- DATE____________ SUPERVISOR______________________

EVALUATION PERIOD 3 -- DATE____________ SUPERVISOR______________________

EVALUATION PERIOD 4 -- DATE____________ SUPERVISOR______________________

Name ______________________ **Training Station** ______________________

This record must be kept up to date and returned completed at the end of the school year.

Week Ending	Hours Worked	Hourly Rate	Gross Earnings		Hours Worked	Amount Earned
August		$	$	Total For August		$
September		$	$			
		$	$			
		$	$			
		$	$	Total For September		$
		$	$			
October		$	$			
		$	$			
		$	$			
		$	$	Total For October		$
November		$	$			
		$	$			
		$	$			
		$	$	Total For November		$
December		$	$			
		$	$			
		$	$			
		$	$			
		$	$	Total For December		$
January		$	$			
		$	$			
		$	$			
		$	$	Total For January		$
February		$	$			
		$	$			
		$	$			
		$	$	Total For February		$
March		$	$			
		$	$			
		$	$			
		$	$			
		$	$	Total For March		$
April		$	$			
		$	$			
		$	$			
		$	$	Total For April		$
May		$	$			
		$	$			
		$	$			
		$	$			
		$	$	Total For May		$
June		$	$			$
				Total		$

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MESA PUBLIC SCHOOLS
COOPERATIVE EDUCATION
STUDENT SELECTION CRITERIA

Student Name	School	Date

The aim of these screening criteria is to select the students who want, need and can benefit most from ____________________ . The criteria are listed in such progression that they naturally and orderly eliminate students who cannot or should not be enrolled in ____________________ .

YES	NO	NA		
			1.	Student has a definite career objective.
			2.	Parents approve of his enrollment in the program.
			3.	Student will have enough credits to graduate if enrolled in the program.
			4.	Student is able to provide transportation from school to job to home.
			5.	Student participation in extra-curricular activities will not conflict with program enrollment.
			6.	Student is of legal employable age.
			7.	Student's professed career objective is in a field where student employment is allowed by labor laws.
			8.	Student can be placed in the field of his career objective.
			9.	Student's health and/or attendance record indicates he will appear on the job regularly.
			10.	Student has completed lead-in courses where applicable.
			11.	Student is recommended by the teacher of a lead-in course.
			12.	Student's aptitude test scores and/or past grades show his ability to succeed.
			13.	Student is recommended by his counselors/teachers.
			14.	Student's discipline record indicates willingness to cooperate.
			15.	Other factors to be considered:

A. Student has acceptable personal grooming.
B. Application is completed neatly.
C. Student needs earnings to stay in school.
D. Student has a hobby related to his career objective.
E. Student is college-bound.

MESA PUBLIC SCHOOLS
Cooperative Education Policies and Procedures

Absenteeism policy

I recognize that in Cooperative Education the school and the job are both important and require regular attendance. If necessary to be absent from school any given day, I will be expected to also be absent from work. Conversely, if in school, I shall be expected to be present on the job. Certain exceptions may be granted only by the teacher-coordinator. I am expected to notify my employer and my teacher if I am to be absent. Upon my first failure to comply with this policy, I will be interviewed by the teacher and placed on probation. For a second infraction, I may be dropped from the program.

______________________	______________________	______________
Student Signature	Home Address	Phone

License

The student trainee does ____/does not ____ have a valid Arizona driver's license. If the student trainee is not licensed, he will not be driving a car to work. If the student is licensed, he/she operates a motor vehicle according to the law of Arizona.

License No. ______________ Expiration Date ___________ ______________________________

Student Signature

Insurance

I understand that Mesa Public Schools encourages each student/trainee in the Cooperative Education Program to be covered by a health care/accident insurance program. I further understand this may be accomplished by purchasing the School Time/24-Hour-a-Day insurance policy offered by a private insurer and available at each school or by enrolling the student/trainee in the health care plan under which I am covered. In the absence of health care/accident insurance coverage for my child, I accept the financial responsibility for any cost that may result from injuries to the student/trainee during the _______________ school year that are not covered by workers' compensation laws in the State of Arizona.

I certify, by my signature below, that I have read and understand the above paragraph.

______________________________	______________________________
Father's Signature or Legal Guardian	Mother's Signature or Legal Guardian

STATE OF ________________
COUNTY OF ______________

The foregoing instrument was acknowledged before me this _____ of ______, 19___ by ____________________.

NEEDS TO BE NOTARIZED

____
Notary Public

____
Commission Expiration Date

NOTE: Both parents are requested to sign this form and the signature of one parent must be notarized. This signature cannot be notarized unless it is signed in the presence of a Notary Public. The Mesa public Schools have notary publics at the following places:

Dobson School
Mesa High School
Mt. View High School
Red Mountain High School
Westwood High School
Mesa Administration Center

This can be notarized by any Notary Public; but there is no charge at the above locations.
This form is to be completed before the student is allowed to participate in the Cooperative Education Program.

Form letter to parents printed on school letterhead

July 16, 1996

Dear Parent,

It is my pleasure to announce that *1 ~ has been selected for the Cooperative Office Education program (COE) at Red Mountain High School for the 1996-1997 school year.

This program allows students to earn three credits towards graduation as they receive valuable classroom instruction and on-the-job training. The students will attend the class one period every day and will work a minimum of 15 hours a week in an actual business in the community. All COE students will be employed in an office/business where they can apply their current skills and receive additional training. This is a cooperative agreement among the school, students, and the employers and needs parental support.

The attached forms explain the Cooperative Education Program and need to be signed in order for 1 - to be enrolled in the program next year. If you have any questions now, please contact me at 396-1866

I am looking forward to working with *1 ~ next year. I know 2 ~ will find COE to be a beneficial and rewarding program.

Sincerely,

(Mrs.) Kim Larsh
Teacher-Coordinator

*1 ~ is students name
2 ~ is he or she

APPRENTICESHIP

Registered Apprenticeship are relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operate by employers and employee associations.

Apprenticehip (youth) is typically a multi-year program that combines school and work based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related postsecondary program, entry level job , or registered apprenticeship program.

APPRENTICESHIP

DEFINITION

A work experience which combines
paid, on-the-job training with related classroom training; is sponsored by an employer or labor management apprenticeship committee; and is approved by the Arizona Bureau of Apprenticeship.

Apprenticeship is a training strategy that:

- combines supervised structured on-the-job training with related theoretical instruction and is sponsored by employers or labor/management groups that have the ability to hire and train in a work environment.
- prepares people for skilled employment by conducting training in bona fide and documented employment settings and is regulated by Federal and State laws and regulations.
- leads to a Certificate of Completion and involves a tangible and generally sizable investment on the part of the employer or labor/management sponsor.
- pays wages to its participants and delivers training in which participants learn by working directly under the supervision and tutelage of master in the craft, trade, or relevant occupational area.
- involves a written agreement in an implicit social obligation between the program sponsor and the apprentice and is ratified by government.

The Apprenticeship program is formalized and has stringent guidelines. For more information concerning apprenticeships, contact the Bureau of Apprenticeship for detailed guidelines for establishing this kind of work experience.

Arizona State Department of Labor
Bureau of Apprenticeship
3221 North 16th Street
Suite 302
Phoenix, AZ 85016
• • • • •
602-640-2964

BENEFITS OF APPRENTICESHIP

For the Student:

- Earn wages while in training for a career
- Receive regular pay increases as job skill increases
- Receive formalized training on-the-job under the supervision of a qualified worker
- Students have a long-term, often well-paying job after high school

For the Community:

- Student becomes a wage earner and hence a taxpayer
- Consumers are assured of high quality goods and services when these are produced by properly trained and proficient workers
- Upward mobility of workers allow them to become contributing members of the community

For the Employer:

- Instilling loyalty in employees by demonstrating interest in providing training
- Developing a reservoir of skilled workers
- Providing more flexible workforce because of greater employee skills
- Receiving recognition as a supporter of State and National efforts
- Participating in a program which has proven successful in implementing affirmative action for minorities and women

APPRENTICESHIP FACT SHEET

What is Apprenticeship?

Apprenticeship is a voluntary system of training in occupations that require a diverse range of skills and knowledge with day-by-day training on the job, combined with technical studies in subjects related to the occupation.

Apprenticeship gives men and women, through instruction and experience both on and off the job, the practical and theoretical aspects of the work required in a skilled occupation.

Through rotation from one division of work to another the related technical instruction, Apprentices acquire additional skills, master the application of those already learned and develop independence of judgment.

Most Apprenticeship terms are from 1 to 5 years, depending upon the occupation involved.

All employers, whether large, small union, non-union, private or public/government, are eligible to develop and register an Apprenticeship program.

How long has Apprenticeship existed?

Since time immemorial, people have been transferring skills from one generation to another in some form of apprenticeship. Four thousand years ago, the Babylonian Code of Hummuribi provided that artisans teach their crafts to youth. The records of Egypt, Greece, and Rome from earliest times reveal that skills were still being passed in this fashion.

The first Legislation in the United States to promote an organized system of apprenticeship was enacted in Wisconsin in 1911. The law placed apprenticeship under the jurisdiction of an industrial commission. This followed the enactment of state legislation requiring all apprentices to attend classroom instruction five hours a week.

The combined effort of the various groups led in 1934 to the participation of the Federal Government in the national promotion of apprenticeship. The Federal Committee on Apprenticeship, composed of representatives of Government agencies, was appointed to serve as national policy-recommending body on apprenticeship.

In 1937, Congress passed the National Apprenticeship Law. This law was enacted "to promote the furtherance of labor apprenticeship, to bring together employers and labor for the formulation of programs of apprenticeship".

What can Apprenticeship do?

A well-planned, properly supervised apprenticeship program can:

1. Assure a supply of skilled workers adequate to meet business/agency and individual needs.
2. Increase worker productivity and decrease supervision needed.
3. Improve safety practices to reduce lost time, accidents, and reduce employee absenteeism and turnover.
4. Enhance problem solving ability of skilled workers.
5. Help assure that consumers receive the quality of products and services that only trained hands and minds can produce.
6. Reduce training/retraining costs.
7. Give workers the opportunity to develop skills that improve their job and economic security.
8. Give workers the versatility to adapt to technological changes that require different methods, materials, equipment and other working conditions.
9. Provide career path structure to attract more desirable employees.
10. Improve community and employee relations.

Why is Apprenticeship important?

One of this country's greatest assets is the skills and know-how of its people. Our future strength and progress depend upon our commitment to preserving this asset by developing the skills and knowledge of all Americans. Workers trained as Apprentices are more highly skilled, more productive and safer workers.

Youth Apprenticeship and Insurance Liability

A Fact Sheet Prepared by Jobs for the Future
National Youth Apprenticeship Initiative

This fact sheet presents general guidelines for understanding liability issues surrounding youth apprenticeship. Also included are innovations at the state and local level that have tried to lessen the costs and responsibility of employers. The final section points out ways in which practitioners feel their programs could benefit from changes in state or federal laws and policies.

Readers of this fact sheet should also see the JFF Fact Sheet entitled "Youth Apprenticeship and Child Labor Laws" and the matrix "10 Site Practices on Employment, Pay and Insurance Liability for Youth Apprentices."

Liability issues can be broken down into three general categories: a student's transportation to and from the job site; the time spent on the job; and post-employment. While many initial questions have been raised about the added expense or complication of having students on the job site, youth apprenticeship program designers have found most of the legal issues straightforward and costs minimal (with the exception of transportation). In fact, a brief inquiry conducted by the youth apprenticeship program in Pennsylvania found that the addition of 16-year-olds to a workforce would *not* increase insurance premiums.

Liability is largely dependent on who is the actual employer of the youth apprentice. Aside from the company itself, a school or a third party might also act as the employer. In Maine, technical schools will act as the agent for the student apprentice. The schools will bill the employers for hours worked by the student. In the Tulsa Craftsmanship 2000 program, a 501(c)(3) acts as the employer and is thus responsible for all liabilities.

Transportation

In general, the party responsible for transportation is also liable in the case of an accident. If the school is transporting the student, then normal school bus coverage applies. The same is true if the employer covers transportation.

Some programs have students sign an agreement at the beginning stating that they are responsible for their own transportation. Teachers and administrators cite precedent for this in cooperative education programs. In the case of a student driving him/herself to the workplace during the school day, there should be no difference from liability issues for students getting to school or an extracurricular activity.

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Unemployment Insurance

Unemployment insurance is generally not provided to youth apprentices, either by specific stage legal exemption or by the fact that they are part-time employees.

- In Pennsylvania, the work of a student learner under 22 who is enrolled at a nonprofit or public education institution that grants credit for academic or work experience activities is not considered when determining the eligibility of an individual for unemployment compensation benefits.
- Michigan law states that student learners are not eligible for unemployment insurance.
- ProTech employers in Boston have agreed to make youth apprenticeship students immune to any company layoffs.

Liability for Student Actions on the Job

An employer is liable for the finished product or service produced in her/his establishment.

Policy Changes Recommended for Youth Apprenticeship

- State coverage of transportation reimbursement for schools.
- State insurance coverage for employers and/or students who wish to provide their own transportation.
- State provision of workers' compensation in situations in which employers are unable to provide coverage because of their size.

Child Labor Laws and Youth Apprenticeship

A Fact Sheet Prepared by Jobs for the Future
National Youth Apprenticeship Initiative

Since youth apprenticeship is designed to give students paid work experience, program planners must be well-versed in existing federal and state laws regarding the employment of minors. Statutes and administrative regulations establish legal guidelines on the number of hours minors may work, the types of jobs they can perform, necessary safety precautions, and the amount and form of compensation. The guidelines can affect both program and system design.

This fact sheet summarizes some basic aspects of federal law and presents the experience and innovations of ten different sites in developing youth apprenticeship within the guidelines of this law. The final section lays out how federal and state law regarding labor and work-based learning might be changed to help support youth apprenticeship while maintaining the protections for minors that are the goal of child labor laws.

Readers of this fact sheet should also refer to the JFF Fact Sheet entitled "Youth Apprenticeship and Insurance Liability" and the matrix "10 Site Practices on Employment, Pay and Insurance Liability for Youth Apprentices."

Federal and State Laws

Laws regarding the employment of minors exist both at the federal and the state levels. The federal and state governments share jurisdiction in this area. Federal law on the employment of minors in nonagricultural work is summarized in "Child Labor Bulletin No. 101: Child Labor Requirements in Nonagricultural Occupations," based on the Fair Labor Standards Act (FLSA) (See Appendix 1). Readers interested in agricultural employment of minors should see "Child Labor Bulletin No. 102." References to the employment of minors hereafter will be to nonagricultural employment.

All states also have child labor laws. Individual state laws on youth employment are issued by the state department of labor and can be easily obtained. State child labor laws and/or other federal laws, such as those relating to occupational health and safety, etc., may have higher standards. In general, *the more stringent standard must be observed*. This is also true for state vs. federal minimum wage laws—the higher minimum applies.

Federal law establishes standards for two distinct groups of youth: 14 and 15-year-olds and 16- and 17-year-olds. The law treats persons who are at least eighteen years of age as adult workers.

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In some cases, careful structuring of the workplace component can ensure that students do not operate certain machinery, thus satisfying U.S. Department of Labor concerns. States may have additions to this list. Exemptions exist for apprentices and student learners in *some* of these occupations (see "Exemptions" below).

Youth apprenticeship programs geared toward manufacturing, metalworking and health care bear the greatest concern for specifics of this section of the law, since occupations that involve power-driven metal forming, punching and shearing machines and those involving exposure to radioactive substances and to ionizing radiations are considered hazardous. Exemptions exist in the former category, but not the latter.

- Legislation establishing youth apprenticeship in the State of Oregon states that "in licensed trades and in hazardous occupations, on-the-job training for students 16 years of age may be simulated cooperatively at industry training centers." Discretion as to where this training will take place—on the job site or in the training center—lies with the apprenticeship committee employing the youth.

Exemptions for Educational Programs: WECEP, Apprenticeship and Student Learner

Minors enrolled in certain kinds of school or apprenticeship programs are exempt from some provisions of federal and state laws.

Work Experience and Career Exploration Programs. WECEP programs provide 14- and 15-year-olds with exposure to the workplace, linked with classroom job-related and employability skills instruction for which credit is granted. The FLSA states that WECEP programs must be administered by a school under the authority of the State Educational Agency and with approval of the Wage and Hour Division Administrator of the U.S. Department of Labor. Enrollment allows a student to work during school hours, up to three hours in a day and 23 hours in a school week. Students also may work in certain occupations otherwise prohibited for which a variation has been granted by the Administrator of the Wage and Hour Division.

Apprentices. The 16- or 17-year-old apprentice must be employed in a craft recognized as an apprenticeable trade and registered by the Bureau of Apprenticeship and Training (BAT) of the U.S. Department of Labor or the state equivalent. Apprentices are permitted to perform some of the occupations deemed hazardous by the law, provided they are employed under a set of specified conditions.

An apprentice is permitted to perform some of the occupations deemed hazardous by the law, provided the work is *incidental* to his or her training; such work is *intermittent* and for short periods of time; and that the work be performed under the direct and close supervision of a journeyman.

Safety and Health

Safety instruction must be provided to the student learner by the school and correlated by the employer with on-the-job training. OSHA regulations do not apply to schools since they are public employers. However, if a student's school experience is at work, then whatever OSHA regulations apply to the workplace are relevant.

- The Careers and Occupational Awareness-Check into Health (COACH) program in Kalamazoo, MI, has found that in order to work in health occupations, students must have a TB test, a second MMR (Mumps, Measles, and Rubella) vaccination, and a Hepatitis B vaccination. The Hepatitis B vaccination costs approximately $120. For students not covered by their parent's social service plans, the school system will have to pick up the bill.
- Project ProTech students working in Boston hospitals were given various tests, and/or immunizations prior to commencing work.

Work Permits and Agreements

The federal laws allow employers to protect themselves from unintentional violation of the child labor provisions by keeping on file an employment or age certificate for each minor employed. States often go beyond this to require that minors obtain a work permit or educational certificate from their school district prior to gaining employment.

In accordance with federal law, the student learner must be employed under a written agreement providing for safety instruction, supervision and a schedule of organized and progressive work processes for the student. This agreement must include the student's name and be signed by the employer and the school coordinator or principal.

Youth apprenticeship programs have developed their own training agreements that include further clarification of expectations, rules and responsibilities (See Appendix 3 for Pennsylvania example).

- The Pasadena, CA, School District issues work permits to all students under 18 seeking any type of employment. Undocumented foreign students in the Partnership Academy have been unable to gain a permit because they do not have a Social Security number.
- Foreign-born Pasadena Partnership Academy students have been unable to gain employment in defense-related industries due to citizenship requirements.

Stipends and Wages

The FLSA requires the payment of minimum wage. Federal exemptions do exist for trainees and student learners, although individual state laws may override them. According to the Department of Labor officials, the key determinant to the appropriate form and level of payment is the employment relationship, that is whether the student is a regular employee, a trainee or a student gaining work-related experience as part of her/his education.

Thoughts About Child Labor Policy Changes and Clarifications for Youth Apprenticeship

- Federal legislation must recognize and allow student learners to be enrolled in youth apprenticeship programs.
- State child labor laws that restrict work in certain occupations should be reviewed and updated where appropriate.
- Maximum allowable work hours for 16- and 17-year-olds should allow students the option of 2-3 week blocks at work. Some state child labor laws are based on the assumption that students will always spend some part of the school day in school.
- Federal law should permit immigrant students awaiting proper documentation to gain employment. Precedent for this exists for foreign college students in the U.S. Under federal law, foreign students are permitted to work at jobs related to their curriculum, provided they are granted credit for such work from the post-secondary institutions.
- States should ensure that wages earned by students of families on public assistance do not reduce or jeopardize the family's aid package.

Apprenticeship

U.S. Department of Labor
Employment and Training Administration
Bureau of Apprenticeship and Training
1992

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Apprenticeship

What is Apprenticeship?

Apprenticeship is a relationship between an employer and an employee during which the worker, or apprentice, learns a trade. The training lasts a specified length of time. An apprenticeship covers all aspects of the trade and includes both on-the-job training and related instruction. For example, apprentice auto mechanics learn how to repair automotive equipment, how the various systems are designed, how to diagnose malfunctions, how to use the principal tools and test equipment found in an automotive shop, pertinent safety precautions, and cleanup of tools and work areas.

Related instruction generally takes place in a classroom. The teaching covers the techniques of the trade and also the theory behind the techniques. It includes detailed discussion of how typical tasks are performed and the safety precautions that must be taken. Classes, which are taught by experienced craftworkers and other skilled persons, require the study of trade manuals and educational materials. Classes can be scheduled during the day or in the evening.

Apprenticeships usually last about 4 years but range from 1 to 6 years. During this time, apprentices work under experienced workers known as journey workers—the status they will attain after successfully completing their apprenticeships. Under the journey worker's guidance, the apprentice gradually learns the mechanics of the trade and performs the work under less and less supervision.

Apprentices are employees. Generally, an apprentice's pay starts out at about half that of an experienced worker and increases periodically throughout the apprenticeship. Many programs are cosponsored by trade unions that offer apprentices union membership.

The sponsor of an apprenticeship program plans, administers, and pays for the program. Sponsors can be employers or employer associations and sometimes involve the union. When an apprentice is accepted into a program, he or she and the sponsor sign an apprenticeship agreement. The apprentice agrees to perform the work faithfully and complete the related study, and the sponsor agrees to make every effort to keep the apprentice employed and to comply with standards established for the program.

In the days of Ben Franklin, who learned the printer's trade as an apprentice, apprenticeships were the main way for someone to enter a skilled occupation. Today, of course, many different paths can lead a young person to a career. But for many occupations, apprenticeship is still one of the best ways to enter a skilled trade or profession.

The National Apprenticeship act of 1937 (the Fitzgerald Act) authorized the Secretary of Labor to work with State apprenticeship agencies, the Department of Education, and representatives of labor and management to protect the welfare of apprentices. This Act also promotes the establishment of apprenticeship programs.

Apprenticeship programs are commonly registered with the Federal Government or a federally approved State apprenticeship agency. Currently 27 States, the District of Columbia, Puerto Rico, and the Virgin Islands have apprenticeship agencies. In other States, the U.S. Department of Labor's Bureau of Apprenticeship and Training (BAT) oversees the apprenticeship functions.

Registered programs meet federally approved standards relating to job duties, related instruction (a minimum of 144 hours a year is recommended), wages, and safety and health conditions. Apprentices who successfully complete registered programs receive certificates of completion from the U.S. Department of Labor or a federally approved State apprenticeship agency. Registered programs offer apprenticeships in over 830 occupations. The list accompanying this article provides an indication of the range of occupations available. In recent years apprenticeships have even been initiated in public service occupations such as firefighting, law enforcement, and emergency medical care.

Apprentices are in registered programs sponsored jointly by employers and labor unions or operated by employer/employer associations. The administrative body in such programs is called an Apprenticeship and Training Committee. Representing the union, management or management, the Apprenticeship Committee reviews applications for apprenticeships and interviews applicants. The Committee also consults with the State apprenticeship council and with regional representatives of BAT concerning Federal apprenticeship standards, equal employment opportunity, safety and similar matters.

Registered apprenticeship programs meet standards approved by the U.S. Department of Labor. Graduates of registered programs increase their potential job mobility because employers have greater confidence in the quality of the training received in registered programs.

Why Apprenticeship?

All of the arguments for learning a skilled trade apply to apprenticeship: A skill sets craftworkers apart from other workers, is satisfying and rewarding, and is a marketable asset. But why learn a trade through apprenticeship instead of through some other method? Among other reasons, apprenticeship gives workers versatility by teaching them all aspects of a trade. It helps them learn to work with different kinds of people in an actual working situation. It familiarizes them with the overall picture of a company's operation and organization. Generally, an organized program of apprenticeship can earn graduates recognition as skilled workers and can ensure them good jobs with good pay.

A study of apprenticeship graduates and other craftworkers in six cities concluded that "apprenticeship training gives construction [craftworkers] considerable advantage over those trained by informal means." Apprenticeship graduates in the study were more educated, worked more steadily, learned their trades faster, and were more likely to be supervisors than nonapprenticed craftworkers. The same study showed that apprenticeship produced better skilled, more productive, and safer craftworkers.

Apprenticeship graduates also experienced less unemployment than craftworkers trained in informal ways, since employers retain better skilled workers and often specifically request them for a job.

Because of the advantages of apprenticeships, the competition for selection is high. However, the work can be technically hard and physically demanding. Apprentices must show they are learning the trade or may be dropped during the probationary period. Beginning apprentices may feel their work is menial or boring. And more advanced apprentices may feel that their pay is less than what they could earn elsewhere with their skills.

Women face many unique obstacles to apprenticeship—traditionally a male domain. Although more women are entering apprenticeship programs and being accepted by their male peers, many feel they are breaking into a man's world. Women and minorities have to contend with the stereotyped attitudes of many of their coworkers. For example, men often try to protect women from heavy or dirty work, believing that women are too frail or delicate to handle it. On the other hand, some men make work even harder for women because the men feel that women don't belong in the trade. A study of apprenticeship programs in Wisconsin concluded: "The barrier to women is not the difficult or dirty nature of some of the jobs, but the breaking of a taboo and the treading onto a territory that has remained the preserve of its male initiates."

The Department of Labor recently introduced a Secretary's Initiative to Improve Employment Opportunities for Women in the Skilled Trades. This is a multifaceted departmental initiative to help women gain access to the skilled trades. It involves the cooperative efforts of BAT, the Women's Bureau, and the Office of Federal Contract Compliance Programs. Through the initiative, the Department hopes to remove the barriers prohibiting women from entering, and competing in, the skilled trades. The major components are enforcement, education and technical assistance, recruitment and retention.

Selecting a Trade

When deciding what trade to enter, prospective apprentices should consider such factors as the vocational characteristics of the different trades, their qualifications as applicants, and the market for jobs in the geographic area in which they would serve an apprenticeship. Counselors can help applicants find out about the trades, test them to evaluate their abilities, and inform them about the job market in their local area. But applicants must decide for themselves what they would be best at, what they would enjoy doing the most, and what they would stick with for the duration of an apprenticeship.

Although there are many apprenticeable occupations, not all are available in all areas of the country. Some areas offer only certain types of apprenticeship. For example, in the District of Columbia most apprenticeships are in the construction industry because there is little local industry to support the industrial trades. In fact, throughout the country, construction accounts for well over half of the registered apprentices, as shown in the accompanying table.

When exploring occupations, one should consider the working conditions of each. Does the work require stamina, as in ironworking or sheetmetal work? Does it require moving from job to job, as in construction, or wearing special clothing, as in insulation work? Is it monotonous? Is it clean (as is electrical work) or dirty (as is automotive maintenance)? What are the special safety and health hazards?

The characteristics of the particular apprenticeship program should also be examined. What training facilities are available? What is the work environment? What kinds of related instruction are given? Does the program have mandatory classroom work or does it require apprentices to complete homestudy lessons and pass periodic examinations? What does it cost for books and tools? Most program sponsors provide study materials, but often apprentices must purchase standard manuals, such as those used by electricians. Also, apprentice mechanics are frequently required to supply their own basic tools. Is union membership required? If so, when is it offered to apprentices and are they charged reduced union dues? Does the program offer dual enrollment in a community college through which an associate degree could be earned while completing an apprenticeship? Finally, is the apprenticeship program registered with the Federal or State government? This question is significant since registration indicates that the program is likely to be of high quality.

After examining the trades, prospective apprentices should ask themselves some important questions: What do they like to do? Where do they like to work? Are they good at close work or would they rather work with

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More than 80 percent of all apprentices are in these occupations

Number of	Occupation Apprentices, 1990[1]
Electrician	37,033
Carpenter	27,206
Plumber	12,965
Pipe fitter (any industry)	11,772
Sheet metal worker	11,061
Electrician, maintenance	6,892
Machinist	6,456
Tool-and-die maker	5,548
Roofer	5,539
Firefighter	5,281
Bricklayer (construction)	5,058
Cook (hotel and restaurant)	5,007
Structural-steel worker	4,464
Painter	4,349
Operating engineer	3,779
ction officer	3,636
tenance mechanic (any industry)	3,445
Electronics mechanic	3,310
Automobile mechanic	3,024
Millwright	2,797
Construction-equipment mechanic	2,589
Police officer I	2,512
Airframe and power plant mechanic	2,302
Diesel mechanic	2,228
Electrician, airplane	2,246
Insulation worker	1,815
Welder, combination	1,735
Line maintainer	1,696
Refrigeration mechanic (any industry)	1,518
Cement mason	1,515
Boilermaker I	1,405
Environmental-control-system installer-servicer	1,349
Fire medic	1,325
Line erector	1,317
Cook (any industry)	1,312
Tool maker	1,249
Radio station operator	1,179
Car repairer (railroad)	1,137
Stationary engineer	1,093
Telegraphic-typewriter operator	1,073

[1] Only apprentices whose registration is recorded on the automated data collection system are counted: these are roughly 70 percent of all apprentices. Data are not included for some States, such as California, and data from other States may be incomplete.

less detail? What are their qualifications? Do they have a high school diploma? Are their reasons for wanting to enter an apprenticeship good enough to satisfy the committee that will interview them? Most importantly, are they willing to commit themselves to working, studying and completing the term of an apprenticeship?

Qualifying for a Program

The process of qualifying for an apprenticeship program can be brief or long, depending on the individual's qualifications and the requirements and schedules of the different programs. Special programs, discussed in more detail below, provide tutoring and counseling to those who need help in qualifying.

Having a close relative in the trade used to be an advantage in competing for an apprenticeship. Having a skilled craftworker in the family may help an applicant find out about openings. But, under law, all applicants must be qualified to enter registered programs and be treated equally during the selection process without regard to race, religion, color, sex, or national origin.

The requirements. Generally, program sponsors look for prospective apprentices who have the mechanical and mental abilities to master the techniques and technology of a trade. Therefore, sponsors set qualification standards that applicants must meet. Federal regulations require that apprentices be selected on the basis of objective and specific standards.

Requirements vary from trade to trade, program to program, and plan to plan. However, they usually cover four factors: Age, education, aptitude, and physical condition. For example, an applicant may be required to pass an aptitude test, hold a high school diploma, meet an age requirement, pass occupationally essential physical requirements, have acceptable school grades, have work experience in a similar field, and be interviewed. Other programs may have more specific requirements, such as a driver's license or the ability to work with a team.

In accordance with child labor laws, the minimum allowable age for an apprentice is 16 years; however, most programs set the minimum age for entry at 18 because company insurance policies frequently cover only workers 18 and over. Some programs have maximum age requirements and these are subject to provisions of individual State laws on age discrimination. Federal standards do not require upper age limits and BAT discourages sponsors from including such provisions. Where such limits exist, the maximum age for veterans is higher because at least part of their time in the service can be subtracted from their age.

The minimum level of education required also varies. Most programs require entrants to have a high school diploma or its equivalent. Regardless of the level of education required, apprentices need a firm grounding in reading, writing and mathematics—all basic to the skilled trades. Courses in shop math, drafting, physics, and other courses related to the technical and mechanical trades are also highly recommended.

The educational attainment of apprentices has been climbing steadily. The number of apprentices with some college education has increased. Unable to find suitable jobs in their own fields, college graduates have turned increasingly to the skilled trades for work. This movement has put the high school graduate at somewhat of a disadvantage when competing for apprenticeship openings. College graduates are at times more sought after by program sponsors because of their potential for management responsibility. However, the high school graduate with a vocational education may have taken more relevant courses in high school and may show more sincere interest during an interview. Also, some employers prefer to hire high school graduates in the belief that these workers are more likely than college graduates to make a skilled trade their lifetime vocation.

Vocational schools can help people prepare for apprenticeship. Although they

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don't provide on-the-job experience, they do make students familiar with materials in the shop, techniques of the craft, and safety practices. Also, advanced standing is sometimes granted to entering apprentices who have attended vocational school. This training could result in a shortened apprenticeship or a higher starting wage.

A growing number of schools are participating in school-to-apprenticeship linkage programs. High school students in these programs go to school part time and work as apprentices part time. Upon graduation, they are expected to continue with their sponsor as full-time apprentices, eventually reaching journeyworker status.

Most programs require good general health as proven and documented by a physician's examination. General physical factors, such as health history, family health and stamina, are discussed during the interview. Sometimes, specific levels of physical abilities are required to do such things as close, detailed work. By law, physical size can no longer eliminate an applicant from consideration unless the sponsor can prove that size would prevent the applicant from learning the trade or doing the work. For example, some apprenticeship programs for law enforcement officers have a minimum height requirement. Also, some tasks—such as railroad work—require great physical strength and stamina. Physical handicaps that would not interfere with a person's performance on the job are not grounds for disqualifying an applicant.

The interview. All applications are reviewed by the sponsor to make sure applicants have fulfilled the general requirements. If they have, the Joint Apprenticeship Committee or the administrative body representing the sponsor will interview each applicant.

At the interview, a group of about four people will ask questions regarding the applicant's physical health, interest in the trade and attitude toward the type of work that would be performed by the apprentice. Personal traits such as aggressiveness and sincerity are also noted. Questions such as these may be asked: Do you like to work with your hands? What makes you think you'd be a good craftworker? Do you know that the work is hard? Interviewers want to know if applicants are qualified, but the oral examination also helps them to determine whether applicants would commit themselves to the work and whether they would be persistent enough to finish the program.

After the interview, the committee rates the applicant numerically, based on his or her qualifications and the interview. This rating determines the applicant's place on the register, or waiting list, for apprenticeship openings. Individuals who want to move up on a register may improve their rating by increasing the level of their qualifications through continued coursework. If applicants think they were unfairly rated, they can request another interview or another review of their application by the committee.

Although there is no set of questions that interviewers must ask, records of interviews are kept, including brief summaries of specific factors covered such as motivation, ambition, and willingness to accept direction. These records are required of registered programs and help the committee members review their notes and explain ratings to applicants.

Getting In

Getting on a register is a major step toward apprenticeship, but it's only halfway there. The other half is being placed in a program. The wait on a register can last months or years, depending on the number of qualified applicants and the number of openings.

Openings for new apprentices occur usually only once or twice a year. Therefore, qualified applicants should be prepared for a long wait between referrals. However, usually more than one program per trade operates in an area and different programs may recruit at different times during the year. Trades with seasonal needs for workers, such as construction, may recruit only during the warmer months. The service and manufacturing industries, on the other hand, can recruit any time during the year because they are not usually affected by the weather.

Apprenticeship Opportunities. About 100,000 new apprentices are registered each year. At anyone point in time during a year approximately 350,000 individuals participate in about 43,000 registered apprenticeship programs. Over 22 percent of the apprentices are minorities and over 7 percent are women.

The more populated areas have larger numbers of applications, but often have enough industry to support more apprentices. So, although the less populated areas may have less competition for openings, they may not support as many apprentices.

Openings. The availability of appr ticeships in an area depends on three m elements:(1) economic conditions, (2) the willingness of employers to train skilled craftworkers, and (3) new technology.

As economic conditions change, so does the demand for skilled workers. When employment is high and construction and industrial production are booming, more skilled workers are needed and more apprentices must be trained to help fill the need. When economic conditions are bad, apprenticeships are scarce.

Where to Go for Help

Many organizations—such as labor unions, employer associations and public agencies—can provide information about apprenticeships. Special programs are available to help people qualify for an apprenticeship and to encourage special groups to apply.

The Bureau of Apprenticeship and Training (BAT) and State apprenticeship councils are designed primarily to help sponsors. Their addresses are listed at the end of this article.

People who live in areas not served by any of these sources can go directly to a Jo

Apprenticeship Committee or other program sponsors for information about specific programs. For more general information, they can contact regional BAT offices in nearby areas by mail, their school counselor, or a local Job Service office.

Special Programs. Many special programs promote apprenticeship to disadvantage groups and to other people previously not encouraged to apply for apprenticeship openings. These outreach programs are sponsored by concerned groups and labor organizations to provide information, tutoring, counseling, and other services that help prepare people for entry into apprenticeship programs. General programs are designed to help large groups, such as members of minority groups and women. Others pinpoint specific subgroups such as women in a certain location or trade.

utreach counselors give applicants such rmation as when programs are recruiting, what the eligibility requirements are, what information the applicant must have on file with the office, and where and when tutoring will begin for preparing to take qualifying examinations. Tutoring sessions last from 1 to 8 weeks with the average applicant attending 2 weeks of sessions. Session leaders discuss how to take and pass examinations. They also counsel and prepare applicants for the interview. Special subjects—such as basic math, reading, or mechanical reasoning—may also be offered.

In today's highly technical world, apprenticeship—whether in industry, commerce, or public service—is still one of the best ways to acquire the occupational skills required for full qualification in an ever-increasing number of career fields.

This article provides some general information about apprenticeships. To find out about specific requirements of local programs, potential applicants should contact local sources of information. To find out about these programs, individuals should check local directories or contact their local Employment Service office.

Apprenticeable Occupations

Occupational title	Term in years
Accordian maker	4
Acoustical carpenter	4
Actor (amusement and recreation)	2
Air and hydronic balance technician	3
Air-conditioning mechanic (automotive services)	1
Air-conditioning installer, window	3
Aircraft mechanic, armament	4
Aircraft mechanic, electrical	4
Aircraft mechanic, plumb and hydraulics	4
Aircraft-armament mechanic (government services)	4
Aircraft-photograph-equipment mechanic	4
Airframe and power plant mechanic	4
Airplane coverer (aircraft)	4
Airplane inspector	3
Alarm operator (government services)	1
Alteration tailor	2
Ambulance attendant (EMT)	1
Animal trainer (amusement and recreation)	2
Architectural coatings finisher	3
Arson and bomb investigator	2
Artificial-glass-eye maker	5
Artificial-plastic-eye maker	5
Asphalt-paving machine operator	3
Assember installer, general	2
Assembler, aircraft, power	2
Assembler, aircraft, structures	4
Assembler, electromechanical	4
Assembler, metal building	2
Assembly technician	2
Assistant press operator	2
Audio operator	2
Audio-video repairer	2
Auger press operator, manual control	2
Automobile cooling system diagnostic technician	2
Automobile-maintenance-equipment servicer	4
Automobile-radiator mechanic	2
Automated equipment engineer-technician	4
Automatic-equipment technician (telephone and telegraph)	4
Automobile mechanic	4
Automobile tester (automotive services)	4
Automobile upholsterer	3
Automobile-body repairer	4
Automobile-repair-service estimator	4
Automotive-generator-and-starter repairer	2
Aviation safety equipment technician	4
Aviation support equipment repairer	4
Avionics technician	4
Baker (bakery products)	3
Baker (hotel and restaurant)	3
Baker, pizza (hotel and restaurant)	1
Bakery-machine mechanic	3
Bank-note designer	5
Barber	2
Bartender	1
Batch-and-furnace operator	4
Battery repairer	2
Beekeeper (agriculture and agricultural service)	4
Ben-day artist	6
Bench hand (jewelry)	2
Bindery worker	4
Bindery-machine setter	4
Biomedical equipment technician	4
Blacksmith	4
Blocker-and-cutter, contact lens	1
Boatbuilder, wood	4
Boiler operator (any industry)	4
Boilerhouse mechanic	3
Boilermaker fitter	4
Boilermaker I	4
Boilermaker II mechanic	3
Book binder	5
Bootmaker, hand	1
Bracelet and brooch maker	4
Brake repairer (automotive services)	2
Bricklayer (brick and tile)	4
Bricklayer, firebrick and refractory tile	4
Bricklayer (construction)	3
Brilliandeer-lopper (jewelry)	3
Butcher, all-round	3
Butcher, meat (hotel and restaurant)	3
Buttermaker (dairy products)	2
Cabinetmaker	4
Cable installer-repairer	3
Cable splicer	4
Cable television installer	1
Cable tester (telephone and telegraph)	4
Calibration laboratory technician	4
Camera operator	3
Camera repairer	2
Canal-equipment mechanic	2
Candy make	3
Canvas worker	3
Car repairer (railroad locomotive and car building)	4
Carburetor mechanic (automotive services)	4
Card cutter, jacquard	4
Card grinder (asbestos products)	4
Carpenter	4
Carpenter, maintenance	4
Carpenter, mold	6
Carpenter, piledriver	4
Carpenter, rough	4
Carpenter, ship (ship and boat building and repairing)	4
Carpet cutter (retail trade)	1
Carpet layer	3
Cartoonist, motion picture	3
Carver, hand	4
Cash-register servicer	3
Casing-in-line setter (printing and publishing)	4
Casket assembler	6
Caster (jewelry)	2
Caster (nonferrous metal alloys and primary products)	2
Cell maker (chemicals)	1
Cement mason	2
Central-office installer (telephone and telegraph)	4
Central-office repairer	4
Chaser (jewelry; silverware)	4
Cheesemaker	2
Chemical operator III	3
Chemical-engineering technician	4
Chemical-laboratory technician	4
Chief of party (professional and kindred)	4
Chief operator (chemicals)	3
Child care development specialist	2
Chimney repairer	1
Clarifying-plant operator (textiles)	1
Cloth designer	4
Coin-machine-service repairer	3
Colorist, photography	2
Commercial designer	4
Complaint inspector (light, heat, and power)	4
Composing-room machinist	6
Compositor	4
Computer programmer	2
Computer-peripheral-equipment-operator	1
Construction-equipment-mechanic	4
Contour wire specialist, denture	4
Conveyor-maintenance mechanic	2
Cook (any industry)	2
Cook (hotel and restaurant)	3
Cook, pastry (hotel and restaurant)	3
Cooling tower technician	2
Coppersmith (ship and boat building and repairing)	4
Coremaker	4
Cork insulator, refrigeration plant	4
Correction officer	1
Corrosion-control fitter	4
Cosmetologist	2
Counselor	2
Cupola tender	3
Custom tailor (garment)	4
Customer service representative	3
Cutter, machine I	3

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Occupational title	Term in years
Cylinder grinder (printing and publishing)	5
Cylinder-press operator	4
Dairy equipment repairer	3
Dairy technologist	4
Decorator (any industry)	4
Decorator (glass manufacturing)	4
Dental assistant	1
Dental ceramist	2
Dental-equipment installer and servicer	3
Dental-laboratory technician	3
Design and patternmaker (boot and shoe)	2
Design drafter, electromechanisms	4
Detailer	4
Diamond selector (jewelry)	4
Dictating-transcribing-machine servicer	3
Die designer	4
Die finisher	4
Die maker (jewelry)	4
Die maker (paper goods)	4
Die maker, bench, stamping	4
Die maker, stamping	3
Die maker, trim	4
Die maker, wire drawing	3
Die polisher (nonferrous metal alloys and primary products)	1
Die setter (forging)	2
Die sinker	4
Diesel mechanic	4
Diesel-engine tester	4
Director, funeral	2
Director, television	2
Display designer (professional and kindred)	4
Displayer, merchandise	1
Door-closer mechanic	3
Dot etcher	5
Drafter, automotive design	4
Drafter, automotive design layout	4
Drafter, architectural	4
Drafter, cartographic	4
Drafter, civil	4
Drafter, commercial	4
Drafter, detail	4
Drafter, electrical	4
Drafter, electronic	4
Drafter, heating and ventilating	4
Drafter, landscape	4
Drafter, marine	4
Drafter, mechanical	4
Drafter, plumbing	4
Drafter, structural	3
Drafter, tool design	4
Dragline operator	1
Dredge operator (construction, mining)	1
Dressmaker	4
Drilling-machine operator	3
Dry cleaner	3
Dry-wall applicator	2
Electric-distribution checker	2
Electric-meter installer I	4
Electric-meter repairer	4
Electric-meter tester	4
Electric-motor assembler and tester	4
Electric-motor repairer	4
Electric-motor-and-generator assembler	2
Electric-sign assembler	4
Electric-tool repairer	4
Electric-track-switch maintainer	4
Electrical technician	4
Electrical-appliance repairer	3
Electrical-appliance servicer	3
Electrical-instrument repairer	3
Electrician	4
Electrician (ship and boat building and repairing)	4
Electrician (water transportation)	4
Electrician, aircraft	4
Electrician, automotive	2
Electrician, locomotive	4
Electrician, maintenance	4
Electrician, powerhouse	4
Electrician, radio	4
Electrician, substation	3
Electromechanical technician	3
Electromedical-equipment repairer	2
Electronic prepress system operator	5
Electronic-organ technician	2
Electronic-production-line-maintenance mechanic	1
Electronic-sales-and-service technician	4
Electronics mechanic	4
Electronics technician	4
Electronics tester	3
Electronics utility worker	4
Electrotyper	5
Elevating-grader operator	2
Elevator constructor	4
Elevator repairer	4
Embalmer (personal service)	2
Embosser	2
Embossing-press operator	4
Emergency medical technician	3
Engine model maker	4
Engine repairer, service	4
Engine turner (jewelry)	2
Engine-lathe set-up operator	2
Engine-lathe set-up operator, tool	2
Engineering asstant, mechanical equipment	4
Engineering model maker	2
Engraver glass	2
Engraver I	5
Engraver, block (printing and publishing)	4
Engraver, hand, hard metal	4
Engraver, hand, soft metal	4
Engraver, machine	4
Engraver, pantograph I	4
Engraver, picture (printing and publishing)	10
Engraving press operator	3
Envelope-folding-machine adjuster	3
Equipment installer (telephone and telegraph)	4
Estimator and drafter	4
Etcher, hand (print and publishing)	5
Etcher, photoengraving	4
Experimental mechanic (motor and bicycles)	4
Experimental assembler	2
Exterminator, termite	2
Extruder operator plastics	1
Fabricator-assembler, metal products	4
Farm-equipment mechanic I	3
Farm-equipment mechanic II	4
Farmer, general (agriculture and agricultural service)	4
Farmworker, general I	1
Fastener technologist	3
Field engineer (radio and television broadcasting)	4
Field service engineer	2
Film develop	3
Film laboratory technician	3
Film laboratory technician I	3
Film or videotape editor	4
Finisher, denture	1
Fire apparatus engineer	3
Fire captain	3
Fire engineer	1
Fire fighter	3
Fire fighter, crash, fire	1
Fire inspector	4
Fire medic	3
Fire-control mechanic	2
Firer, kiln (pottery and porcelain)	3
Fish and game warden (government services)	2
Fitter (machine shop)	2
Fitter I (any industry)	3
Fixture maker (lighting fixtures)	2
Floor layer	3
Floral designer	1
Floor-covering layer (railroad locomotive and car building)	3
Folding-machine operator	2
Forge-shop-machine repairer	3
Forging-press operator I	1
Form builder (construction)	2
Former, hand (any industry)	2
Forming-machine operator	4
Foundry metallurgist	4
Four-slide-machine setter	2
Fourdrinier-machine tender	3
Freezer operator (dairy products)	1
Fretted-instrument repairer	3
Front-end mechanic	4
Fuel injection servicer	4
Fuel-system-maintenance-worker	2

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Occupational title	Term in years
Fur cutter (fur goods)	2
Fur designer (fur goods)	4
Fur finisher (fur goods)	2
Furnace installer	3
Furnace installer and repairer	4
Furnace operator	4
Furniture designer	4
Furniture finisher	3
Furniture upholsterer	4
Furrier (fur goods)	4
Gang sawyer, stone	2
Gas appliance servicer	3
Gas utility worker	3
Gas-engine repairer	4
Gas-main fitter	4
Gas-meter mechanic I	3
Gas-regulator repairer	3
Gauger (petroleum products)	2
Gear hobber set-up operator	4
Gear-cutting mach set-up operator	3
Gear-cutting mach set-up operator, tool	3
Gem cutter (jewelry)	3
Geodetic computer	2
Glass bender (signs)	4
Glass blower	3
Glass blower, laboratory apparatus	4
Glass installer (automotive services)	2
Glass-blowing-lathe operator	4
Glazier	3
Glazier, stained glass	4
Grader (woodworking)	4
Graphic designer	1
Greenskeeper II	2
Grinder I (clocks, watches, and allied products)	4
Grinder operator, tool, precision	4
Grinder set-up operator, universal	4
Gunsmith	4
Harness maker	3
Harpsichord maker	2
Hat-block maker (woodwork)	3
Hazardous-waste material technician	2
Head sawyer	3
Health care sanitary technician	1
Heat treater I	4
Heat-transfer technician	4
Heating/air-conditioning installer and servicer	3
Heavy forger	4
Horse trainer	1
Horseshoer	2
Horticulturist	3
Housekeeper	1
Hydraulic-press servicer (ammunition)	2
Hydroelectric-machinery mechanic	3
Hydroelectric-station operator	3
Hydrometer calibrator	2
Illustrator (professional and kindred)	4
Industrial designer	4
Industrial engineering technician	4
Injection-molding-machine operator	1
Inspector, building	3
Inspector, electromechanical	4
Inspector, outside production	4
Inspector, precision	2
Inspector, quality assurance	3
Inspector, motor vehicles	2
Inspector, set-up and lay-out	4
Instrument repairer (any industry)	4
Instrument technician (light, heat, and power)	4
Instrument maker	4
Instrument maker and repairer	5
Instrument mechanic (any industry)	4
Instrumentation technician	4
Instrument mechanic, weapons system	4
Insulation worker	4
Interior designer	2
Investigator, private	1
Jacquard-loom weaver	4
Jacquard-plate maker	1
Jeweler	2
Jig builder wood box	2
Job printer	4
Joiner (ship and boat building and repairing)	4
Kiln operator (woodworking)	3
Knitter mechanic	4
Knitting-machine fixer	4
Laboratory assistant	3
Laboratory assistant metallurgical	2
Laboratory technician	1
Laboratory tester	2
Landscape gardener	4
Landscape management technician	1
Landscape technician	2
Last-model maker	4
Lather	3
Laundry-machine mechanic	3
Lay-out technician	4
Lay-out worker (any industry)	4
Lead burner	4
Leather stamper	1
Legal secretary	1
Letterer (professional and kindred)	2
Licensed practical nurse	1
Light technician	4
Line erector	3
Line installer-repairer	4
Line maintainer	4
Line repairer	3
Liner (pottery and porcelain)	3
Linotype operator (printing and publishing)	5
Lithograph-press operator tin	4
Lithographic platemaker	4
Locksmith	4
Locomotive engineer	4
Loft worker (ship and boat building and repairing)	4
Logger, all-round	2
Logging-equipment mechanic	4
Logistics engineer	4
Loom fixer	3
Machine assembler	2
Machine builder	2
Machine erector	4
Machine fixer (carpet and rug)	4
Machine fixer (textile)	3
Machine operator I	1
Machine repairer, maintenance	4
Machine set-up operator, paper	4
Machine set-up operator	2
Machine setter	3
Machine setter	4
Machine setter (clocks, watches, and allied products)	4
Machine setter (woodwork)	4
Machine try-out setter	4
Machinist	4
Machinist, automotive	4
Machinist, experimental	4
Machinist, linotype	4
Machinist, marine engine	4
Machinist, motion-pic equipmentl	2
Machinist, outside (ship and boat building and repairing)	4
Machinist, wood	4
Mailer	4
Maintenance mechanic (any industry)	4
Maintenance mechanic (grain and feed milling)	2
Maintenance mechanic (petroleum products; construction)	4
Maintenance repairer, industrial	4
Maintenance machinist	4
Maintenance mechanic, (compressed and liquified gases)	4
Maintenance mechanic, telephone	3
Maintenance repairer, building	2
Manager, food service	3
Manager, retail store	3
Marble finisher	2
Marble setter	3
Marine-service technician	3
Material coordinator (clerical)	2
Materials engineer	5
Meat cutter	3
Mechanical-engineering technician	3
Mechanic, endless track vehicle	4
Mechanic, industrial truck	4
Mechanical-unit repairer	4
Medical secretary	1

Occupational title	Term in years
Medical-laboratory technician	2
Metal fabricator	4
Metal model maker (automotive)	4
Meteorological equipment repairer	4
Meteorologist	3
Meter repairer (any industry)	3
Miller, wet process	3
Milling-machine set-up operator	2
Millwright	4
Mine-car repairer	2
Miner I (mining and quarry)	1
Mock-up builder (aircraft)	4
Model and mold maker (brick and tile)	2
Model and mold maker, plaster	4
Model builder (furniture)	2
Model maker (clocks, watches, and allied products)	4
Model maker (aircraft manufacturing)	4
Model maker II	4
Model maker pottery	2
Model maker (automobile manufacturing)	4
Model maker, firearms	4
Model maker, wood	4
Mold maker (pottery and porcelain)	3
Mold maker II (jewelry)	2
Mold maker (jewelry)	4
Mold maker, die-casting and plastic molding	4
Mold setter	1
Molder	4
Molder, pattern (foundry)	2
Monotype-keyboard operator	3
Monument setter (construction)	4
Mosaic worker	3
Motor-grader operator	3
Motorboat mechanic	3
Motorcycle repairer	3
Mult-operation-forming-machine setter	4
Multi-competent clinical assistant	2
Multi-operaion-machine operator	3
Neon-sign servicer	5
Nondestructive tester	1
Numerical-control-machine operator	4
Nurse assistant	1
Office-machine servicer	3
Offset-press operator I	4
Oil-burner-servicer and installer	2
Oil-field equipment mechanic	2
Operating engineer	3
Operational test mechanic	3
Optical-instrument assembler	2
Optician	5
Optician (optical goods)	4
Optician-dispensing	2
Optomechanical technician	4
Ordinance artificer (government services)	3
Ornamental-iron worker	3
Ornamental-metal worker	4
Orthopedic-boot-and-shoe designer and maker	5
Orthotics technician	1
Orthotist	5
Orthodontic technician	2
Outboard-motor mechanic	2
Overhauler (textile)	2
Painter	3
Painter (professional and kindred)	1
Painter, hand (any industry)	3
Painter, shipyard (ship and boat building and repairing)	3
Painter, sign	4
Painter, transportation equipment	3
Pantograph-machine set-up operator	2
Paperhanger	2
Paralegal	3
Paramedic	2
Paste-up artist	3
Pattermaker (textiles)	3
Patternmaker (metal prod)	4
Patternmaker (stonework)	4
Patternmaker, all-around	5
Patternmaker, metal	5
Patternmaker, metal, bench	5
Patternmaker, plaster	3
Patternmaker, plastics	3
Patternmaker, wood	5
Pewter caster	3
Pewter fabricator	4
Pewter finisher	2
Pewter turner	4
Pewterer	2
Pharmacist assistant	1
Photo-equipment technician	3
Photocomposing-perforator-machine operator	2
Photoengraver	5
Photoengraving finisher	5
Photoengraving printer	5
Photoengraving proofer	5
Photogrammetric technician	3
Photographer retoucher	3
Photographer, lithographic	5
Photographer, photoengraving	6
Photographer, still	3
Photographic-equipment-maintenance technician	3
Photographic-plate maker	4
Piano technician	4
Piano tuner	3
Pilot, ship	1.5
Pinsetter adjuster, automatic	3
Pinsetter mechanic, automatic	2
Pipe coverer and insulator (ship and boat building)	4
Pipe fitter (construction)	4
Pipe organ builder	3
Pipe fitter (ship and boat building and repairing)	4
Pipe-organ tuner and repairer	4
Plant operator	3
Plant operator, furnace process	4
Plaster-pattern caster	5
Plasterer	2
Plastic tool maker	4
Plastic-fixture builder	4
Plastics fabricator	2
Plate finisher (printing and publishing)	6
Platen-press operator	4
Plater	3
Plumber	4
Pneumatic-tool repairer	4
Pneumatic-tube repairer	2
Podiatric assistant	2
Police officer I	2
Pony edger (sawmill)	2
Post-office clerk	2
Pottery-machine operator	3
Power-plant operator	4
Power-saw mechanic	3
Power-transformer repairer	4
Powerhouse mechanic	4
Precision assembler	3
Precision assembler, bench	2
Precision-lens grinder	4
Press operator, heavy duty	4
Printer, plastic	4
Printer-slotter operator	4
Process/shipping technician	4
Program assistant	3
Programmer, engineering and scientific	4
Project printer (photofinishing)	4
Proof-press operator	5
Proofsheet corrector (printing and publishing)	4
Prop maker (amusement and and recreation)	4
Propulsion-motor-and-generator repairer	4
Prospecting driller (petroleum products)	2
Prosthetics technician	4
Prosthetist (personal protective and medical devices)	5
Protective-signal installer	4
Protective-signal repairer	3
Private-branch-exchange installer (telephone and telegraph)	4
Private-branch-exchange repairer	4
Pump erector (construction)	2
Pump servicer	3
Pumper-gauger	3
Purchasing agent	4
Purification operator II	4
Quality-control inspector	2
Quality-control technician	2

Occupational title	Term in years
Radiation monitor	4
Radio mechanic (any industry)	3
Radio repairer (any industry)	4
Radio station operator	4
Radiographer	4
Recording engineer	2
Recovery operator (paper)	1
Recreational vehicle mechanic	4
Refinery operator	3
Refrigeration mechanic (any industry)	3
Refrigeration unit repairer	3
Reinforcing metal worker	3
Relay technician	2
Relay tester	4
Repairer I (chemical)	4
Repairer, handtools	3
Repairer, heavy	2
Repairer, welding equipment	2
Repairer, welding system and equipment	3
Reproduction technician	1
Research mechanic (aircraft)	4
Residential carpenter	2
Retoucher, photoengraving	5
Rigger	3
Rigger (ship and boat building and repairing)	2
Rocket-engine-component mechanic	4
Rocket-motor mechanic	4
Roll threader operator	1
Roller engraver, hand	2
Roofer	3
Rotogravure-press operator	4
Rubber tester (rubber goods)	4
Rubber-stamp maker	4
Rubberizing mechanic	4
Rug cleaner, hand	1
Saddle maker (leather)	2
Safe and vault service mechanic	4
Salesperson, parts	2
Sample maker, appliances	4
Sample stitcher (garment)	4
Sandblaster, stone	3
Saw filer (any industry)	4
Saw maker (cutlery and tools)	3
Scale mechanic	4
Scanner operator	2
Screen printer	2
Screw-machine operator, multiple spindle	4
Screw-machine operator, single spindle	3
Screw-machine set-up operator	4
Screw-machine set-up operator, single spindle	3
Script supervisor (motion pictures)	1
Service mechanic (automobile manufacturing)	2
Service planner	4
Sewing-machine repairer	3
Sheet metal worker	4
Ship propeller finisher	3
Shipfitter (ship and boat building and repairing)	4

Occupational title	Term in years
Shipwright (ship and boat building and repairing)	4
Shoemaker, custom	3
Shop optician, surface room	4
Shop optician, benchroom	4
Shop tailor (garment)	4
Siderographer (printing and publishing)	
Sign erector I	4
Signal maintainer (railroad locomotive and car building)	4
Silk-screen cutter	3
Silversmith II	3
Sketch maker I (printing and publishing)	5
Small-engine mechanic	2
Soft-tile setter (construction)	3
Soil-conservation technician	3
Solderer (jewelry)	3
Sound mixer	4
Sound technician	3
Spinner, hand	3
Spring coiling machine setter	4
Spring maker	4
Spring repairer, hand	4
Stage technician	3
Station installer and repairer	4
Stationary engineer	4
Steam service inspector	4
Steel-die printer	4
Stencil cutter	2
Stereotyper	6
Stoker erector-and-service	4
Stone carver	3
Stone polisher	3
Stone setter (jewelry)	4
Stone-lathe operator	3
Stonecutter, hand	3
Stonemason	3
Stripper	5
Stripper, lithographic II	4
Structural-steel worker	3
Substation operator	4
Supercargo (water transportation)	2
Surface-plate finisher	2
Swimming-pool servicer	2
Switchboad operator (light, heat, and power)	3
Tank setter (petroleum products)	2
Tap-and-die maker technician	4
Tape-recorder repairer	4
Taper	2
Taxidermist (professional and kindred)	3
Technician, submarine cable equipment	2
Telecommunications technician	4
Telecommunicator	4
Telegraphic-typewriter operator	3
Television and radio repairer	4
Template maker	4
Template maker, extrusion die	4
Terrazzo finisher	2

Occupational title	Term in years
Terrazzo worker	3
Test equipment mechanic	5
Test technician (professional and kindred)	5
Test-engine operator	2
Tester	3
Testing and regulating technician	4
Thermometer tester	1
Tile finisher	2
Tile setter	3
Tool builder	4
Tool design checker	4
Tool designer	4
Tool grinder I	3
Tool maker	4
Tool maker, bench	4
Tool-and-die maker	4
Tool-grinder operator	4
Tool-machine set-up operator	3
Tractor mechanic	4
Transformer repairer	4
Transmission mechanic	2
Treatment-plant mechanic	3
Tree surgeon (agriculture and agricultural service)	3
Tree trimmer	2
Trouble locator, test desk	2
Truck driver, heavy	1
Truck-body builder	4
Truck-crane operator	3
Tumor registrar	2
Tune-up mechanic	2
Turbine operator	4
Turret-lathe set-up operator	4
Uphoisterer	2
Violin maker, hand	4
Wallpaper printer I	4
Wardrobe supervisor	2
Waste-treatment operator	2
Wastewater-treatment-plant operator	2
Watch repairer	4
Water treatment-plant operator (waterworks)	3
Weather observer	2
Web-press operator	4
Welder, arc	4
Welder, combination	3
Welder-fitter	4
Welding technician	4
Welding-machine operator, arc	3
Well-drill operator (construction)	4
Wildland fire fighter specialist	1
Wind tunnel mechanic	4
Wind-instrument repairer	4
Wine maker (vinous liquor)	2
Wire sawyer (stonework)	2
Wire weaver, cloth	4
Wirer (office machine)	2
Wood-turning-lathe operator	1
X-ray equipment tester	2

Education/Training Agreement

Youth Apprenticeship

This agreement is between *[School District Name] [District Number]* and *[Employer Name] [FEIN Number]* and *[Youth Apprentice Name] [Social Security Number]*.

This agreement was prepared by *[Name] [Date Prepared]*.

The undersigned parties agree to enter into a youth apprenticeship for the purpose of educating the student named above in the *[Type]* industry.

The Youth Apprenticeship Consortium has been approved to operate a youth apprenticeship program, and will oversee implementation of this agreement.

The youth apprenticeship program will begin on *[Date]* and be completed on *[Date]*.

Upon successful completion of this program, the youth apprentice shall be awarded a high school diploma by the school district named above, and a Certificate of Occupational Proficiency issued by the State Department of Labor.

Starting wage for the youth apprenticeship will be $*[Dollar Amount]* per hour. Incremental increases will be determined by the local consortium in conjunction with the employer.

A detailed schedule of courses and work is attached that identifies required courses for each semester, the hours of work-based learning, and the amount and type of credit to be awarded to each.

The youth apprentice's signature and that of his/her parent or guardian authorize the school to release progress, grades, and attendance reports to the local consortium and the State Department of Labor while this agreement is in effect.

The Department may void this agreement upon application of the youth apprentice, the school district, or the employer after a satisfactory showing of good cause.

The parties agree to the following responsibilities in the implementation of this agreement:

The Youth Apprentice agrees to:

- meet the academic and attendance requirements established by the local youth apprenticeship consortium;
- observe company rules and other requirements identified by the employer;
- participate in progress reviews scheduled with mentors, school personnel, and parents or guardians.

The Youth Apprentice's Parent or Guardian agrees to:

- support the youth apprentice in meeting the requirements of the program;

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B. Youth apprentices must be provided with adequate and safe equipment and a safe and healthful workplace in conformity with all health and safety standards of federal and state law.

C. The local youth apprenticeship consortium will establish and maintain a grievance procedure for youth apprentices, a copy of which will be given to and explained to the youth apprentice at the beginning of the program. All employers participating in the program must agree to follow the grievance procedures for work-related grievances on the part of youth apprentices.

D. No employer shall hire a youth apprentice who will displace any currently employed worker (including a partial displacement, such as a reduction in the hours of non-overtime work, wages, or employment benefits).

E. No youth apprentice program shall impair existing contracts for services or collective bargaining agreements. Any youth apprenticeship program that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.

F. No employer will hire a youth apprentice when:

1. Any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent jobs, or
2. The employer has terminated the employment of any regular employee or otherwise reduced its work force with the intention of filling the vacancy so created with a youth apprentice.

G. All other safeguards that are identified by the State Department of Labor will be honored and observed.

SIGNATURES:

Student:
Parent or Guardian:
School Representative:
Employer:
State Department of Labor:

Note: Adapted from Wisconsin Department of Industry, Labor and Human Relations, Office of Workforce Excellence, Madison, Wisconsin.

SAMPLE AGREEMENT TO SPONSOR

______________________________ agrees to sponsor _______ (number) PROGRAM apprentices beginning the ____________________ school year. Our company supports the mission statement of PROGRAM that "We exist to enhance the competitiveness, employability, and career opportunities for area young adults by fostering a partnership with business, industry, and education. This business and education coalition will lead to an enriched apprenticeship training experience for the participants and greater community-wide acceptance of the value of this career path."

As a sponsor, we will:

1. Provide opportunities to learn the trade with meaningful tasks.
2. Provide an intense, active program.
3. Provide career guidance to students/parents.
4. Provide specialized training and trainers.
5. Maintain open dialog with schools, students, and parents.
6. Provide compensation to the apprentice.
7. Maintain the intent to offer employment to successful completers.
8. Be an active part of the evaluation process.

It is understood that the success of the PROGRAM is based on equal partnerships. Our company is prepared to be an active partner and work with educators to improve the school-to-work transition for students.

______________________________	______________________________
Company	Date
______________________________	______________________________
Company Representative	Title

Sample Invitation to Serve

BOARD OF EDUCATION
Your Area School District #1
Your Town, Your State 11123

Ms. Julie Galligan
Personnel Manager
Local Company, Ltd.
Your Town, Your State 12323

Dear Ms. Galligan:

Because of your experience and competency in the field of ________________, the Board of Education of the Your Area School District believes that you could perform a valuable service to the school and business community as a lay member of the Your Area PROGRAM Advisory Committee of Your Town Memorial High School.

This committee is composed of outstanding business and civic leaders in the community and is directed toward achieving closer cooperation between businesses and schools in the training of our young people.

The Your Area PROGRAM Advisory Committee normally meets about five time a year. If special concerns arise, it may be necessary to call additional meetings.

At the meetings, reports on existing programs, innovations being considered, curriculum revision, facility and equipment evaluations, and trends in current vocational education legislation are heard. There is also an opportunity to meet representatives of our vocational student organization.

You have been recommended by Dr. William Burkhardt and Ms. Sarah Wilson of the Your Town Business Organization. We are confident you will have valuable suggestions, ideas, and observations to share with us. Your term would run until the beginning of the next school year.

I would appreciate it if you would consider this invitation and inform me of your decision within the next few days. Your acceptance of committee membership will aid the vocational business education program of the Your Town Memorial High School.

Thank you for your continuing support of education in Your Town.

Sincerely,

Dr. Wade Williams, Principal
Your Town Memorial High School

Sample Committee Appointment Letter

BOARD OF EDUCATION
Your Community School District #1
Your Town, Your State 12345

(Current Date)

Ms. Jane C. White
Personnel Manager
Your Local Insurance Company
Your Town, Your State 12346

Dear Ms. White:

Your recent (letter)/(phone call) expressing your willingness to serve as a member of the advisory committee for the work experience program in George Washington School is appreciated.

This letter is to notify you that your appointment is effective beginning ____________, 19__, and ending ____________, 19__.

The (first)/(next) meeting of the committee will be held at (place of meeting) at (time of meeting). At this meeting, the purpose, objectives, and functions of the committee will be explained and various committee activities will be discussed.

Sincerely,

David A. Smith
Chairperson, Board of Education
-or-
Superintendent of Schools

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Sample Committee Meeting Schedule

(Current Date)

Jefferson Junior High
2000 Main St.
Anytown, Anystate 23456

Dear Ms. Galligan:

It is hard to believe that the new school year is once again upon us. But we are already in the midst of implementing ideas which we shared with you last year, and reacting to many new issues confronting vocational education this year. At our first advisory meeting, we would like to share with you the progress our program has made and at the same time obtain your advice on new issues which may have some long-range effects on our programs.

As in past years, we are planning to have three advisory committee meetings. The proposed dates follow:

Tuesday, November 10, 19xx
Tuesday, January 26, 19xx
Tuesday, March 30, 19xx

An agenda for each of these meetings, along with the site and time, will be sent to you at least one week prior to the meeting date. Our annual appreciation breakfast will be discussed as the year progresses.

We look forward to seeing you at our first meeting in November. If you have any conflicts with the proposed meeting schedule or any questions, please feel free to contact us.

Sincerely,

John Emerson
Jefferson Junior High School

Tom Deering
Eastside Junior High School

SAMPLE PARENT OR GUARDIAN CONTRACT *

PROGRAM programs are designed to help motivate students with problems in school. Program goals include increased attendance, better grades, fewer disciplinary problems, school success, and preparation for the world of work. As a parent/guardian of

______________________________,

(1) I understand that there is no guarantee that my student will receive a job.

(2) Upon signing this form I am granting my permission for my student to be taken from the school building for the purpose of job interviews and/or job placement.

(3) I understand that once placed on a training site, my student will not be operating on a normal 8-3 school day, but will be receiving released time for work. His/her modified class schedule will include the required classes and those courses which are felt to meet his/her success needs .

(4) I agree to work with the teacher-coordinator in solving academic, attendance, disciplinary, and other problems concerning my child.

(5) I will keep in contact with the work experience coordinator regarding my child's progress. I will be available for personal contacts whenever necessary.

(6) I realize that the **major emphasis of the work experience program is on school success.**

I have read this contract and understand my responsibilities as well as my child's responsibilities.

______________________________ ______________________________

Signature of parent/guardian Date

I have explained this contract to the above and have emphasized its importance for acceptance and success in this program.

______________________________ ______________________________

Teacher/Coordinator Date

*(For work experience programs, not youth apprenticeship or co-op programs.)

Sample Student Responsibilities Contract

(For work experience programs, not youth apprenticeship or co-op programs.)

I, ______________________________, do hereby agree to the following responsibilities for my entry into the ____________ School PROGRAM program:

1. I will attend school every day unless I have been pre-excused. To be pre-excused, I must have a note from my parents or guardians two days before I want to be excused. This note must be approved by the principal's office and by my PROGRAM coordinator.

2. When I am absent, my parents or guardians will call school on or before 8:00 a.m. to inform my PROGRAM coordinator why I am absent.

3. I understand that there is no guarantee of a job while I am in the PROGRAM program.

4. I further understand that to be considered for a possible PROGRAM job I must

    a. attend all my classes,
    b. not be tardy to school in the morning or late to any of my classes,
    c. bring all assigned materials to each of my classes,
    d. demonstrate an honest and true effort to do all assigned classwork and jobs to the best of my ability,
    e. do nothing in my classes that would keep other students from getting the most from their education,
    f. follow the rules and requests of my parents, teachers, ______________ School, and the PROGRAM program.

5. Once placed on a PROGRAM job, I realize that

    a. I may be removed from my job for failure to continue to comply with the items mentioned in No. 4.
    b. I will be treated by my employer as a "regular" employee and may be subject to dismissal for failure to comply with my employer's directions or wishes.
    c. On non-school days, I must call work at least three hours before starting time to inform my employer why I will be absent from work.

PUPIL: ______________________________

PARENT OR GUARDIAN: ______________________________

PROGRAM COORDINATOR: ______________________________

DATE: ______________________________

SAMPLE PROCESS FOR EVALUATION

The employer should complete an evaluation of the student-trainee on a regular basis. The form for evaluation should be provided by the coordinating teacher. Upon completion of the form, the coordinating teacher should schedule a conference with the employer. The student may be present at this conference. If the student is not present, either the employer or the coordinating teacher should discuss the evaluation with the student in order to determine areas that may need improvement, changes that may be needed in the training agreement, or to reinforce the progress the student has made to that point.

One of the most important points to remember about an evaluation is to share the information with the student. In this way, the student can obtain positive and negative feedback about their performance and make adjustments when necessary.

For a more in-depth evaluation, the coordinator may want to provide the employer with a question and answer type form at the end of the semester or the end of the year. This will allow the employer an opportunity to elaborate on areas that are important to a comprehensive evaluation of the student.

The students should also be given an opportunity to evaluate their performance and also to indicate positive and negative aspects of the program as they perceive them. The evaluation could be done on a periodic basis.

Forms are attached which may be used as evaluation forms for the student, employer, parent/guardian, and teacher-coordinator:

1. Student-trainee evaluation
    a. Classroom instruction
    b. On-the-job training
    c. Self-evaluation
2. Employer evaluation
    a. Program
    b. Student-trainee performance
3. Parent/guardian evaluation of program
4. Teacher-coordinator evaluation
    a. Evaluation of student prepared by student and teacher
    b. Checklist for Evaluation of Training Station

SAMPLE STUDENT-TRAINEE EVALUATION OF CLASSROOM INSTRUCTION

1. How has the experience you received on your training program been valuable to you? ______________________________
____
____
____

2. Could the training on the job be improved? If so, how? ______________________________
____
____

3. Was the training you received in school related to the work you were doing on the job?______________________________
____

4. Can you make any suggestions which you feel would improve the classroom instruction? ______________________________
____
____

5. What parts of the classroom instruction did you find most beneficial (discussions, reports, interviews, demonstrations, etc.)? ______________________________
____
____

6. Please make any suggestions you have for improving the program. ______________________________
____
____
____
____

SAMPLE PARENT EVALUATION FORM*

1. Have you notice any improvement in the maturity level of your student *as a result* of his or her being enrolled in the school-supervised work experience program? If so, to what extent? ______

2. Has your son's or daughter's grades shown improvement since enrolling in the program? ______

3. Has his or her attendance in school improved over previous years? ______

4. Do you feel the wage your student received was adequate for this training experience? If not, what would you consider to be an adequate wage? ______

5. Do you feel that the work station that your student was placed in offered adequate preparation to find full-time employment upon graduation? If not, please explain. ______

6. Have transportation problems occurred? If so please describe. ______

7. What problems (i.e., not getting along with fellow employees or supervisors, not possessing adequate job skills, finding the work environment dangerous or unpleasant, etc.) do you feel your student encountered at work? Please list. ______

8. Can you list any advantages of the program not indicated above? ______

9. Can you list any disadvantages or criticisms of the program? ______

10. If you had to make the decision again, would you have your student enroll in the school-supervised work experience program? If not, why not? ______

11. How might your student better manage his or her time in accomplishing school and work assignments? ______

***(For work experience programs, not youth apprenticeship or co-op programs.)**

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Sample Employer/Supervisor Evaluation of the Student

Student ______________________ School ______________________

Training station ______________________ Teacher/Coordinator ______________________

Position ______________________ Employer/Supervisor ______________________

Personal Qualities	Always (4)	Usually (3)	Sometimes (2)	Seldom (1)	Not observed (0)
Ability to work without supervision					
Ability to get along with others					
Adaptability, work under pressure					
Appearance, grooming, dress					
Attitudes, interest					
Cooperation, following instructions					
Dependability, reliability, attendance					
Determination					
Efficiency, thoroughness					
Enthusiasm, eagerness to learn new jobs					
Family support					
Honesty, fairness					
Imagination, initiative					
Maturity, poise, judgment					
Resourcefulness					
Self-control					
Sense of humor					
Thoughtfulness					
Wise use of time					
Job performance					
Accuracy					
Basic skills					
Knowledge of job performed					
Orderliness, good housekeeping					
Quality of work					
Quantity of work–productivity					
Speech, ability to convey ideas					
Telephone manners					
Use of standard English					
Versatility					
Completes assigned tasks					
Organizational skills					

Attendance/tardiness record: Time(s) absent from work _____ Time(s) tardy ______

1. Does this student show promotional possibilities in this type of work? _________

2. Do you plan to continue employing this student? Yes _____ No _____

General comments: ____

Sample Parent Evaluation of Job Site

Date ____________________

1. Was the training station suited to your child's needs? ____________________________

2. Did your child's experience in this type of program increase interest in school as a whole?

   ____

3. Has your child been helped to form habits of using time and money wisely? _______

4. Has you child's experience in the part-time program provided a better chance for promotion or salary increase?

   ____

5. Has your child made a noticeable improvement in self-control? ___________________

6. Was your child helped in the development of good leadership and fellowship through this instruction?

   ____

7. Did the PROGRAM help your child understand and get along with people better?

   ____ ______________

8. Did your child's grooming improve? ____

9. Was there a noticeable increase in the poise shown by your child? _________________

10. Did you notice any personality development through the instructional experience your child had in this program?

    ____

11. On the basis of your experience, what suggestions would you make for improving the PROGRAM?

    ____

    ____

    ____

SAMPLE EVALUATION FORM OF STUDENT BY TEACHER AND STUDENT

STUDENT

DIRECTIONS: *Check the appropriate box for each characteristic as you think it applies to you.*

WORK ATTITUDE	RATING		
	GOOD	OK	NEEDS IMPROVEMENT
1. RESPONSIBILITY			
2. PUNCTUALITY			
3. ORGANIZATION			
4. ATTENTIVENESS			
5. INITIATIVE			
6. QUALITY			
7. COOPERATION			
8. CORDIALITY & CHEERFULNESS			
9. ADAPTABILITY			
10. HONESTY			

STUDENT NAME ______________________

JOB DESCRIPTION ______________________

____

____

AMOUNT OF TIME ______________________

TEACHER

DIRECTIONS: *Check the appropriate box for each characteristic as you think it applies to your student.*

WORK ATTITUDE	RATING		
	GOOD	OK	NEEDS IMPROVEMENT
1. RESPONSIBILITY			
2. PUNCTUALITY			
3. ORGANIZATION			
4. ATTENTIVENESS			
5. INITIATIVE			
6. QUALITY			
7. COOPERATION			
8. CORDIALITY & CHEERFULNESS			
9. ADAPTABILITY			
10. HONESTY			

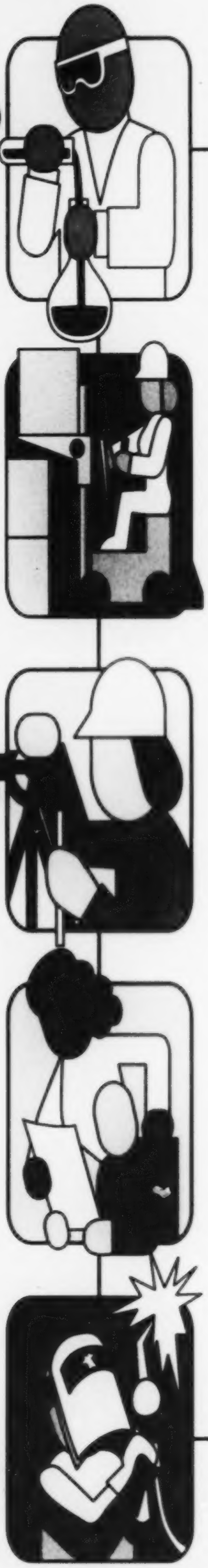
IDENTIFY TRANSFERABLE EMPLOYABILITY SKILLS LEARNED IF APPROPRIATE ______________________

____

____

TEACHER SIGNATURE ______________________

DATE ______________________



APPENDIX

A very special "Thanks" goes out to the individuals, companies, educational institutions and other entities that have given permission to reprint their materials in this guide. You will find additional resources located in this section that relate to work based learning.

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- Module 3: Learning Experiences

School-to-Work Glossary of Terms. Washington, DC: The National School-to-Work Office, July 1996.

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- *Building a Comprehensive System, Not a Categorical Program*
- *Dispelling Myths about School-to-Work*
- *Elements of the School To Work Act: School Based Learning*
- *Elements of the School To Work Act: Work Based Learning*
- *Elements of the School To Work Act; Connecting Activities*
- *The School To Work Opportunities Act: Learning and Earning*
- *Student Perspectives on School-to-Work*

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SCANS Skill Competencies

Resources: Identifies, organizes, plans, and allocates resources

A. Time—selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. Money —uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently
D. Human Resources—assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. Participates as a Member of a Team—contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers—works to satisfy customers' expectations
D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses computers to Process Information

Systems: Understands complex inter-relationships

A. Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them
B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

Technology: Works with a variety of technologies

A. Selects Technology—chooses procedures, tools, or equipment including computers and related technologies
B. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment
C. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

These competencies are built around a three part foundation of basic skills, thinking skills, and personal qualities that together reflect the skills necessary for the changing workplace.

SCANS Foundational Skills

Basic Skills: Reads, writes, performs arithmetic and mathematical operations; listens and speaks

A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues

E. Speaking—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. Creative Thinking—generates new ideas

B. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. Problem Solving—recognizes problems and devises and implements plan of action

D. Seeing Things in the Mind's Eye—organizes, and processes symbols, pictures, graphs, objects, and other information

E. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills

F. Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. Responsibility—exerts a high level of effort and perseveres towards goal attainment

B. Self-Esteem—believes in own self-worth and maintains a positive view of self

C. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. Integrity/Honesty—chooses ethical courses of action

Guide for Developing Learning Objectives

Introduction:

The Cooperative Work Experience concept recognizes the value of learning that can take place when students work and train on real job situations. Developing appropriate, measurable Learning Objectives will keep students on track and provide the vehicle for accomplishing student and supervisor goals. The stated objectives will be the basis for evaluating student performance on the job.

What is a Learning Objective?

A Cooperative Work Experience Learning Objective is a written statement describing measurable tasks on learning opportunities which you plan to achieve through your work experiences during the term.

Learning objectives may be developed for one or more of the following categories:

1. *Specific Job Competencies* -- Skill Development --
   Particular understanding of work skills you would like to learn, for example: surveying, operating a particular machine, art work in a specific medium, photographic developing, tutoring, office management, cost accounting, editing, counseling senior citizens, computer programming, writing documentation.

2. *Career Exploration* -- First-hand observation of the daily routine of professionals in an area of interest, direct involvement in the types of work involved in a field, knowledge of job opportunities that might be available, familiarity with occupational literature and organizations.

3. *Interpersonal Skills* -- Learning how to deal with pressure and tensions in work relationships, how to communicate what you know to clients or customers, being able to recognize when to speak and when to listen in work relationships, learning how to recognize adaptive and maladaptive behavior in dealing with another person and listening to and following directions.

4. *Taking Responsibility* -- Learning how to organize a complicated job, how to monitor your own time and effort so that a tight schedule is always met, and how to get a piece of work done so that it accommodates the work of others.

5. *Research Skills* -- How to seek information, how to organize facts into a persuasive argument or course of action, and how to relate academic knowledge to the demands of a particular job.

6. *Analytical Skills* -- Problem solving --
   How to utilize information, discover or locate problems, arrive at and implement a solution.

Some Qualities of Good Learning Objectives: **Please keep these characteristics in mind when developing objectives.**

1. An objective should be stated *in terms of the realistic result you intend to achieve.*
2. Select language which can *communicate to all interested parties, not just a limited technical group.*
3. The objective must be *specific, reasonable, achievable, and measurable* within the available time limit.
4. *The objective should relate specifically to the work experience.* Related assignments set by the instructor/coordinator should support the objective.
5. The following are examples of several good objectives. In each case the same objective is stated in two different ways. In the left column the objective is either too general or not sufficiently measurable. In the right column the same objective has been stated correctly (i.e., in a manner that is *specific, reasonable, achievable, and measurable.*).

VAGUE	SPECIFIC
a. I will learn how to use my company's Xerox 860 word processor.	a. By December 15, I will be able to program and operate my company's Xerox 860 word processor with less than a 3% error rate.
b. I will evaluate the effectiveness of my company's advertising.	b. By March 15, I will make up, duplicate, distribute, pick up, evaluate, and report on a customer survey relating to my company's advertising.
c. I would like to know more about the chemical makeup of common drugs used in the hospital.	c. By mid-term, I will list the forty most common medications I observe being used by referring to patients' charts, then research their chemical compositions, and record these data on my list.
d. I want to learn how to deal with grouchy people who are customers.	d. I will develop four different, cheerful conversation techniques and briefly describe each in a notebook. I will record reactions of grouchy people to these techniques and report by May 28.
e. I want to evaluate the effects of radiation on very small animals.	e. Within the next week, I will expose an experimental group of five young mice to varying levels of radiation. I will compare growth, exercise habits, and food consumption with a control group of mice who were not exposed. I will record data and report at the end of my Cooperative Work Experience period.
f. I want to improve my sanding, priming, color-matching, and spot-painting techniques.	f. By November 1, I will successfully sand, prime, color-match, and spot-paint a repair on a customer's car to his satisfaction.
g. I want to assist some children to learn a new skill.	g. By mid-term I will have taught a group of at least ten children ball-throwing athletic skills. The children will demonstrate their skills by achieving at least a minimum score, which I will determine as a proficiency level.

WORK-BASED LEARNING

Student Application

DRAFT

Experience Requested:

___ Job Shadow
___ Mentoring
___ Service Learning
___ Apprenticeship
___ Student Internship
___ School-Based Enterprise
___ Work Experience
___ Other

STUDENT INFORMATION

Name __________ Birthdate __________ Graduating __________ 19 _____

Address __________ Social Security # __________

City/State __________ Zip Code __________ Work Permit # __________

Telephone # __________ Mess. Phone __________ Driver's License # __________

Give Name, Address, Zip Code & Phone # of adult (other than parent) who will know where you are in five years.

Name __________ Address __________

City __________ State __________ Zip Code __________ Phone # __________

EMPLOYMENT EXPERIENCE

Give past employment as completely as possible, starting with your present or latest employer, including summer employment and volunteer work.

	Dates	Employer's Name & Address, City, State, Zip	Supervisor	Last Position Held & Salary	Reason for Leaving
From		Present or Last Employer			
To		Address Phone #			
From		Present or Last Employer			
To		Address Phone #			

CAREER INTERESTS AND EMPLOYMENT SKILLS

What careers/jobs are you considering?

____

What do you expect to gain from this experience?

____

List some classes you have taken or are taking and skills you have acquired.

____

____

____

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V. Certification

I certify that the facts contained in this application including attachments, are true and complete to the best of my knowledge and understand that, if selected, for a Work-based Experience, falsified statements may be grounds for removal.

I authorize investigation of all statements contained herein and the references listed in this application and all information concerning previous employers, and release all parties from liability for any damage that may result from furnishing the same to you.

__________ Date   ____________________ Student Signature   __________ Date   ____________________ Parent or Guardian Signature

- -

This application is complete when **all** of the following are included:

- ☐ This form
- ☐ Purpose/Goals Paper
- ☐ Resumé which includes your abilities in technology, any special training, and school activities and offices
- ☐ Advisor Signature

In addition, applicants must be making adequate progress toward all academic outcomes, and have the support of the CIM MAP Teacher or CAM Advisory Team.

Please review the entire application with your MAP teacher or endorsement area advisor. Incomplete applications will be rejected.

☐ ______________________________ This application is complete.
CIM/CAM Advisor Signature

Return application to:

Work-Based Experience Office
Janette Fergason
Cottage Grove High School
1000 Taylor Avenue
Cottage Grove, OR 97424
(503) 942-3391, ext. 20

No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any work-based experience opportunities on the basis of race, color, religion, sex, national origin, age, or handicap.

stu.app 10/94

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To be completed by the
Parent

Region 4: (Insert Your School Name Here) Job Shadow Program

Parent Transportation and Medical Authorization

Purpose: this form notifies the parent of student participation in the job shadow program, releases school liability, and authorizes medical attention in the event of an emergency. This form must be completed before the student visits the job site.

Your son/daughter has an opportunity to visit a business at their work site for 3-4 hours. During this time, he/she will shadow an employee to gain an understanding of business norms, expectations, and rules. School personnel may not have visited the business site, may not have met the hosts, will not be present when the student is at the site, and will not supervise the visit. In order to take part in the program, students must:

1. Have written permission from their parent or guardian.
2. Have contacted their host so that the he/she has a clear understanding to when he/she is expected at the work site.
3. Have planned transportation via public or parent approved transportation. This plan must be submitted to the school prior to the job shadow.
4. Have completed a Driver/Passenger Release Form from the school.

Travel Information and Release:

Student Name:____________________ **Address:**____________________

City:____________________ **State:**____________________ **ZIP Code:**____________________

Job Shadow Business Site: ____________________

Appointment Date: ____________________ **Appointment Time:**____________________

Travel Arrangements: *(Explain travel plan below)* ____________________

____

I,____________________ give permission for____________________
(parent or guardian) *(your son or daughter's name)*
to be released from (insert your school name here) to visit the site listed above for the purpose of job shadowing and agree with the travel arrangements listed. I understand that school personnel may not have visited the site, may not have met the host, will not be present when the student is at the site, and will not supervise the visits.

Medical Release:

In the event my child may need medical treatment, I hereby consent and authorize an adult representative of the Job Shadow Provider to permit such treatment on my behalf. I agree to be responsible for the cost of any medical services and to indemnify the school district and Job Shadow Provider for such expense.

My child does not have any physical or mental condition which would restrict or prevent him or her form participating in the scheduled activity, or which would increase the risk of harm to my child with the exception of the following: ____________________

____

____________________ ____________________
Parent or Guardian Signature **Date**

Return this form with Parent or Guardian Signature at least 5 days before student job shadow visit.

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ADDITIONAL INFORMATION FOR PLACEMENT CONSIDERATION

Do you have an up-to-date resume? yes___ no___ If yes, please attach.
What are the hours and days are you available for this experience?

____

Do you have activities that will restrict your participation (sports, etc.)?

____

School transportation may not be available. Are you able to provide your own transportation? yes___ no___ If yes, how will you get to the site?

____

Additional comments?______________________________

____

____

CERTIFICATION

I certify that the facts contained in this application are true and complete to the best of my knowledge. I authorize investigation of all statements contained herein and all information concerning previous employers or supervisors, and release all parties from liability for any damage that may result from furnishing the same to you.

Date ________ Student Signature ________ Date ________ Parent Signature ________

Return completed application to:

DRAFT

FOR OFFICE USE ONLY - THANK YOU

COORDINATORS' COMMENTS:

Date	COMMENTS

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EMPLOYER INFORMATION SHEET

Return to: Employer Database Project
Yamhill Education Service District
800 East Second Street
McMinnville, OR 97128
Phone: 472-7942 Fax: 472-8778

___**Yes!** Enter my business in the state-wide employer database. We are interested in participating in the following activities:

- ___**Classroom Presentation/Career Fair:** present to a class about your particular career, what employers are looking for, job search tips, etc.
- ___**Field Trips or Worksite Tours:** allow a class to visit your business and see you and your employees in action.
- ___**Interviewer:** conduct mock interviews for students in the classroom or at a Job Interview Fair for Youth (JIFFY).
- ___**Job Shadow:** a student spends two to four hours with an employee observing the various aspects of their job.
- ___**Internships:** an unpaid opportunity for a student to spend time in the environment of their chosen career field and try it out. Meaningful work builds skills and prepares student for the future. Student credit available.
- ___**Mentorships:** employer acts as a professional role model in a formal relationship with a student to provide career guidance and encouragement.
- ___**Community Service:** students develop a sense of community responsibility by performing volunteer work at various non-profit sites.
- ___**Structured Work Experience:** students receive paid experience working in an occupation while continuing training for that job in school. This usually involves a commitment of at least one semester.
- ___**Teacher Internship:** teachers spend one or two months in the summer working in your business, then applies knowledge back in the classroom.
- ___**Advisory Board:** employer acts in an advisory capacity to evolving work-based learning program(s) at a local school.
- ___**Informational Interview:** students briefly interviews an employer to learn about the employer's job, background, and the company.
- ___**Other:**____

___**NO,** please do not enter my business at this time.

Business Name:______________________________ Phone:______________

Contact Person:______________________________ Title:______________

Address:____

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Staple before mailing.

STAMP

Employer Database Project
Yamhill Education Service District
800 East Second Street
McMinnville, Oregon 97128

INFORMATIONAL CAREER SHADOWING SURVEY FOR COTTAGE GROVE HIGH SCHOOL

BUSINESS DATA

a. Business/Industry Name: ______

b. Name & Title of Person Completing Survey: ______

c. Number of years business has been in operation: ______

d. Number of full time employees: ______

e. Number of part time employees: ______

f. Check off any of the following occupations that are found in your business:

_____ Administrative
_____ Clerical
_____ Bookkeeping & Accounting
_____ Social Research
_____ Mathematical & Computing
_____ Engineering & Design
_____ Science & Laboratory
_____ Mechanics
_____ Building Maintenance
_____ Agriculture, Foresty, & Fishery
_____ Construction
_____ Food Processing
_____ Textile & Apparel
_____ Timber Products
_____ Education
_____ Other (Please describe)

_____ Law
_____ Mining
_____ Graphic Arts
_____ Metalworking
_____ Electricity & Electronics
_____ Other Production
_____ Transportation
_____ Journalism
_____ Sales
_____ Food Service
_____ Health Service
_____ Social Service
_____ Personal Care
_____ Protective Service
_____ Arts & Entertainment

Please give a brief description of the Products and/or Services provided at your business. (Attach an additional sheet if necessary.)

GUEST SPEAKER/FIELD TRIP SITES

a. Would you or someone in your business/industry be willing to serve as a guest speaker for various high school classes? If yes, what topic? (Topics could be careers in your field; job training and duties; employer expectations of employees; job applications, resumes, and/or interviewing; qualities you look for in a person when hiring or promoting; aspects of starting and operating a successful business.)

b. What information would you share with students in your business/industry? Could your business/industry serve as a site for student visits?

PARTNERSHIPS AND CAREER SHADOWING

a. Would you be interested in receiving information about business/school partnerships?

b. Would you be interested in participating in a career shadowing program? If so, what jobs or departments would be available or acceptable for shadowing? (See shadowing description in the attached letter)

OTHER

a. What work skills would you like to see a Cottage Grove student have upon graduation?

b. How do you envision business and education working together in our community?

c. What other information or comments do you need or wish to share?

RETURN SURVEY TO: Mary Jo O'Fallon, Business/Industry Partnership Task Force,
Cottage Grove High School, 1000 Taylor, Cottage Grove, OR 97424 **BY MAY 29.**

DRAFT

Work/Community Based Learning Record

Name: ____________________ School: ____________________

Home Address: ____

____

Social Security No.: ______________ Student ID No.: ____________

Parent/Guardian: ____

Address: ____

____

Date Entered Work Based Learning System: ____________________

NOTE: This is a cumulative record of the student's achievement. The outcomes, proficiencies and competencies listed in this record were learned and/or demonstrated in a community and/or work based setting. Evaluation occurred in that setting also. This record consists of Certificate of Initial and Advanced Mastery requirements in addition to specific knowledge, skills and attitudes required by individual employers listed in the record. This document may be used as a part of the student's CIM/CAM portfolio and to assist the student in seeking employment, scholarships, etc.

Rating Scale for all items:

1 = Observed
2 = Needs Assistance to Perform
3 = Can Perform Independently

COOPERATIVE EDUCATION

Lane Community College

Evaluation of Job-Site by Student

Term

☐ Fall ☐ Winter ☐ Spring ☐ Summer Year____

Student Name____

Name of Work Place____

Supervisor at Work Site______________________________________

Please respond to the following statements about your job-site during this term. Any additional comments will be appreciated. This information will be used to improve the job-site training for you and others in the Cooperative Education program.

	always	usually	sometimes	rarely	never
Provides good supervision?	☐	☐	☐	☐	☐
Takes time to teach and explain things?	☐	☐	☐	☐	☐
Provided good orientation to job?	☐	☐	☐	☐	☐
Welcomes questions and gives useful answers?	☐	☐	☐	☐	☐
Provides work with good learning value?	☐	☐	☐	☐	☐
Offers useful suggestions and criticism?	☐	☐	☐	☐	☐
Maintains organized work environment?	☐	☐	☐	☐	☐
Helps to see the larger picture?	☐	☐	☐	☐	☐
Is supportive and encouraging?	☐	☐	☐	☐	☐
Co-workers are helpful?	☐	☐	☐	☐	☐

Over-all, how satisfied are you with this job site? (circle one)

very satisfied satisfied average dissatisfied very dissatisfied

Additional comments?

WORK-BASED LEARNING
STUDENT EMPLOYABILITY ASSESSMENT

STUDENT:______________________ DATE:______________________

STUDENT IS IN:
JOB SHADOW
WORK EXPERIENCE
INTERNSHIP
MENTORSHIP
APPRENTICESHIP
SERVICE LEARNING
OTHER

BUSINESS SUPERVISOR
SCHOOL SUPERVISOR

(Circle One)

STUDENT PROFICIENCY	Exceeds Expectations	Proficient/Meets Expectations	Needs Improvement Below Expectations	N/A
SELF DIRECTED LEARNER				
Punctuality and Attendance	6	5,4,3	2,1	
Monitors & Corrects Performance	6	5,4,3	2,1	
Task Preparation (Supplies,assignments)	6	5,4,3	2,1	
CONSTRUCTIVE THINKER				
Ability to follow directions	6	5,4,3	2,1	
Willingness to Accept Feedback & Take Action	6	5,4,3	2,1	
Ability to Problem Solve	6	5,4,3	2,1	
Ability to Use & Apply Resources & Knowledge	6	5,4,3	2,1	
Ability to Process Information	6	5,4,3	2,1	
Acquire & Evaluate, Organize & Maintain Information	6	5,4,3	2,1	
QUALITY PRODUCER				
Completes Task expected on Time	6	5,4,3	2,1	
Shows Competence in Basic Skills	6	5,4,3	2,1	
Demonstrates Job Specific Skills	6	5,4,3	2,1	
Is Aware of & Maintains Safety Standards	6	5,4,3	2,1	
COLLABORATIVE CONTRIBUTOR				
Cooperation with Others	6	5,4,3	2,1	
Interacts in a Professional Manner	6	5,4,3	2,1	
Resolves Conflicts By Negotiating Solutions	6	5,4,3	2,1	
INVOLVED CITIZEN				
Displays Appropriate Dress & Grooming	6	5,4,3	2,1	
Displays Responsible, Honesty & Ethical Behavior	6	5,4,3	2,1	
Demonstrates Positive Attitudes-Self Confidence	6	5,4,3	2,1	
Develops Positive & Appropriate Relationships with Others in a Diverse Work Place	6	5,4,3	2,1	
EFFECTIVE COMMUNICATOR				
Ability to listen Actively	6	5,4,3	2,1	
Ability to Speak/Communicate Clearly	6	5,4,3	2,1	
Writes Clearly & Accurately	6	5,4,3	2,1	
Utilizes Technology	6	5,4,3	2,1	

SCORE: 6 Highly Employable (Excellent employability characteristics)
5,4,3 Employable (More experience & training will enhance characteristics)
2,1 Employability Characteristics Not Yet Demonstrated

Describe any additional student strengths or weaknesses.

Please Return form to:

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Self Directed Learner PERFORMANCE INDICATORS

Exceeds expectations when the student:

- Demonstrates near perfect attendance, giving appropriate notification; is not tardy.
- Consistently reviews ones own performance and asks for input for improvement.
- Is consistently and thoroughly prepared for tasks and analyzes and gathers resources.

Proficient/Meets Expectations when the student:

- Gives appropriate notification and is only absent once or twice; is punctual.
- Frequently reviews own performance and asks for input for improvement.

CONSTRUCTIVE THINKER PERFORMANCE INDICATORS

Exceeds expectations when the student:

- Consistently seeks and accepts feedback and takes action.
- Consistently demonstrates the ability to problem solve.
- Consistently demonstrates the ability to use and apply knowledge and resources effectively.

Proficient/Meets Expectations when the student:

- Generally accepts and responds appropriately and positively to feedback on performance; generally internalizes and functions at new or modified levels thereafter.
- Generally understands and utilizes various problem solving strategies, e.g. guess and check, analysis, synthesis, brainstorming etc.
- Generally seeks out additional problem solving strategies as necessary and then utilizes newly learned strategies to solve problems.
- Is generally able to identify and utilize resources appropriately.
- Is generally able to gather and utilize all appropriate information for the situation.

QUALITY PRODUCER **PERFORMANCE INDICATORS**

Exceeds Expectations when the student:

- Consistently completes tasks on time.
- Demonstrates exceptional performance of basic and job specific skills.

Proficient/Meets Expectations when the student:

- Meets task deadlines.
- Develops and demonstrates basic and job specific skills effectively.

Needs Improvement/Below Expectations when the student:

- Does not meet task deadlines.
- Basic and job specific skill performance is inadequate.

COLLABORATIVE CONTRIBUTOR **PERFORMANCE INDICATORS**

Exceeds Expectations when the student:

- Exhibits leadership in team interactions, facilitating communication and participation within the group that leads to achievement of team goals.
- Demonstrates an understanding of key concepts in group dynamics, conflict resolution and negotiation.

Proficient/Meets Expectations when the student:

- Consistently participates in team interactions and contributes to development and accomplishment of team goals.
- Takes responsibility for completing assigned tasks.
- Solicits ideas from others and seeks understanding of these ideas.
- Supports participation and achievement of others.

Needs Improvement/Below Expectations when the student:

- Lacks responsibility for his/her role in team activities and has not learned to support and contribute toward team goals and their accomplishment.

INVOLVED CITIZEN **PERFORMANCE INDICATORS**

Exceeds Expectations when the student:

- Consistently displays appropriate dress, attitudes, interactions and responsibilities.

Proficient/Meets Expectations when the student:

- Frequently displays appropriate dress, attitudes, interactions and responsibilities.

Needs Improvement/Below Expectations when the student:

- Displays inappropriate dress and unacceptable attitudes, interactions and responsibilities.

EFFECTIVE COMMUNICATOR PERFORMANCE INDICATORS

Exceeds Expectations when the student:

- Demonstrates exceptional ability in oral and written communication.
- Has superior abilities in using appropriate communications technology, e.g. telephone, computer.

Proficient/Meets Expectations when the student:

- Uses reading and active listening skills to gather and communicate information.
- Can effectively organize and present ideas logically.
- Understands and demonstrates use of writing conventions (style, word choice, organization and grammar)
- Understands forms of nonverbal communication when interacting with others and responds appropriately.
- Can synthesize, interpret and analyze information to generate new ideas and solutions.
- Effectively uses basic communication technologies, e.g. telephone, computer.

Below Expectations when the student:

- Needs assistance in communicating and relaying information in written and oral forms.
- Lacks an awareness of and ability to use communication technologies.

To be completed by the
Student

Region 4: (insert Your School Name Here) Job Shadow Program

Student Reflection Sheet

***Purpose:** to summarize and evaluate student job shadow experience. The form can be used to monitor job shadow sites. This form is to be completed by the student and returned to the school supervisor/contact person.*

1. What type of work did you observe during your job shadow?
2. Describe your job shadow site.
3. What did you like the **best** about your job shadow site?
4. What did you like **least** about your job shadow experience?
5. What was the most important thing you learned from this experience?
6. How can (insert your school name here) improve this job shadow experience for others?
7. Would you consider this site for a work-based learning (work experience) experience? Why or why not?

The following questions are related specifically to the job or career you observed:

1. What are the job responsibilities of the person you shadowed?
2. What do you see as the demand for jobs like this in the future?
3. What do you like **most** about this job?
4. What do you **least** like about this job?
5. Would you consider a career in this field? Why or Why Not?

Name of Business:______________________________ Date:______________________________

Business Mentor:______________________________ Title:______________________________

Using the following scale of 1-4, please rate your job shadow experience:

4 = Exceeds Expectations 3 = Meets Expections 2 = Below Expectations 1 = Needs Improvement

1.	**Environment:**	☞You were comfortable with the business mentor	4	3	2	1
		☞You were comfortable at the job site	4	3	2	1
2.	**Information:**	☞Job & Business descriptions were shared	4	3	2	1
3.	**Evaluation:**	☞Employer shared evaluation information	4	3	2	1
4.	**Overall Experience:**	☞Rate your job shadow	4	3	2	1

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South Lane School District
Cottage Grove, Oregon

Work-Based Learning Experience

1994-95 Student Application Form

Indicate Experience Needed:

___ Shadowing
___ Internship
___ Work-Experience
___ Apprenticeship
___ Mentorship
___ Community Service
___ Other

Indicate Endorsement Area:

___ Arts and Communication
___ Business and Management
___ Health Services
___ Human Resources
___ Industrial and Engineering Systems
___ Natural Resource Systems
___ Undeclared (CIM ONLY)

Occupation or focus Area requested: ___________________________

Business or contact person I think would accept me in this capacity and/or one with whom I have already had contact (with phone and/or address): ___________________________

I. Student Information

Student Name: ___________________________
Address ______________ City ______________ Zip ________
Phone ______________ Advisor ______________
Level in School: CIM 1 CIM 2 CAM 1 CAM 2 OTHER

II. Transportation (This is primarily the responsibility of the student/family.)

___ I will provide my own transportation. ___ My parents will provide transportation for me.
___ I will need assistance with transportation. (An assumption of responsibility form must be completed.)

III. Describe your ideal time/dates for being involved in a work-based learning experience. Do you have obligations that might restrict your availability (i.e. sports, job, child care)?

____
____
____

IV. On a separate paper, please explain why you're applying for a work-based learning experience. If narrative, please do not exceed 200 words (Purpose/Goals Paper).

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